Academic — Occupational
Program Evaluation

Planning Services

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Devonian Building, West Tower, 11160 Jasper Avenue, Edmonton, Alberta, Canada T5K 0L2

October, 1983

To the Reader:

Developing, implementing and evaluating alternate school programs for adolescent students present real challenges for educators. It is expected that the enclosed report will be of assistance to those responsible for academic-occupational programs throughout the province.

The report is being forwarded to all junior and senior high schools in Alberta and to Superintendents of Schools.

Sincerely,

H.I. Hastings
Director
Planning Services

Report on the Bev Facey Composite High School
Academic Occupational Program and Courses

Abstract

The purpose of the evaluation was to determine the extent to which the Academic Occupational program as a whole and each of the locally developed vocational courses as taught at Bev Facey Composite High School met the objectives of the Strathcona County Board of Education and Alberta Education "Academic Occupational Program Guidelines."

All of the administrators, coordinators and counsellors were interviewed by the two evaluators utilizing an interview schedule. The classroom instruction was observed for eighty minutes and the teacher interviewed following a question pattern. To obtain the opinions of the students, two questionnaires were administered to all students in the A-O program. The first was one prepared by the evaluators designed to obtain student opinions on the program, adequacy of courses and their feeling of acceptance. The second was the Alberta designed and normed "Attitudes Toward the World of Work." In addition, the results from previously administered tests were used, namely, the WISC-R and the Canadian Test of Basic Skills of Grade Eight.

The two evaluators spent eight days in the school gathering information through interviews, classroom visits and discussions with the staff.

The County of Strathcona had a written description of the program, its rationale, philosophy, and objectives. The original course outlines were made available to the evaluators as a basis from which to make their assessment.

It was found that the majority of courses as observed in practice had undergone major revisions and had been refined and developed in considerable detail. The modifications were justified on the basis of teacher observation and experience in dealing with this particular group of students. While the original outlines were very brief, the courses the teachers had developed were with a few exceptions detailed to the point of weekly plans and even daily lesson outlines. The courses were developed through individual or small group efforts and varied considerably in format.

The major weakness found in the program and the area of greatest deviation from the original objective was in the amount of course content integration that had been achieved. After two years in the program only the Business Education teachers were achieving noteworthy progress.

Students in the A-O program were found to fall into the category of the slower learners and well behind regular students in achievement in the academic courses.

It was found that the students felt accepted in the school, were experiencing various degrees of success and in general achieving the major goal of the program and that was to get prepared for a job. While the program has not yet graduated a class, the third-year students had received work experience in community work stations. Employer responses to a questionnaire were very laudatory of the school program and the attitudes the students had toward work and the skills they could put to use.

The major recommendations included:

1. The appointment of a Vocational Education Coordinator.
2. The designation of the Special Education Coordinator as an Assistant Principal.
3. The roles and services provided by the counsellors be reviewed and priorized.
4. The approval of the County of Strathcona No. 20 Academic Occupational program by Alberta Education on the condition that
   - a standard curriculum format be utilized
   - integration of course content be integral with each course curriculum.
5. The integration of academic and practical content be developed through the use of the team approach.
6. That budget provisions be made to allow for the continuation of program development for at least another two years.

REPORT

ON THE

BEV FACEY COMPOSITE HIGH SCHOOL

ACADEMIC OCCUPATIONAL PROGRAM AND COURSES

COMMISSIONED BY THE

COUNTY OF STRATHCONA NO. 20

UNDER CONTRACT TO

ALBERTA EDUCATION

HARDERS CONSULTING

JULY 1983

TABLE OF CONTENTS

	Page
SECTION I THE ACADEMIC OCCUPATIONAL PROGRAM	
A. THE EVALUATION PLAN	
1. Introduction	1
2. Purpose	2
3. Methodology	2
a. Interviews	2
b. Observation of Instructional Process	2
c. Survey Instruments	3
d. Report Plan	4
B. THE EVALUATION FINDINGS	
1. Philosophy of the School	4
2. Organization and Administration	5
a. Management structure	5
b. Communication with parents	6
c. Extracurricular activities	7
d. Attendance policy	8
e. Budgeting	8
f. Custodial services	9
3. Counselling Services	9
a. General description	9
b. Counselling staff	10
c. Academic Occupational Student Selection Criteria	10
d. Matching students and courses	11
e. General testing procedures	12
f. Referral of students	12
g. Counsellor-teacher communication	13
h. Providing career information	13

		Page
4.	Program Organization and Supervision	14
	a. Program rationale	14
	b. Program description	14
	c. Proram enrollment	15
	d. Student description	17
	Attendance	17
	Intellectual Functioning	17
	Achievement	18
	Attitudes (World of Work)	19
	e. Program supervision	25
5.	The Instructional Process	25
	a. Content	26
	b. Content integration	28
	c. The instructional process	29
	d. Evaluation of students	31
	e. Follow-up procedures	32
6.	General Information	33
	a. Facilities	33
	b. Tools and equipment	33
SECTION II	THE ACADEMIC OCCUPATIONAL COURSES	
A.	THE VOCATIONAL COURSES	
1.	Automotive Services 16/26	34
2.	Beauty Culture 9/16/26	35
3.	Building Construction 16/26	36
4.	Building Sub Trades 16/26	40
5.	Food Preparation 16/26	42
6.	General Business 9/16/26	43
7.	Graphic Arts 16	46
8.	Health Services 16/26	47
9.	Horticulture 16	48
10.	Practical Arts 16	50
11.	Sewing 16	51
B.	THE ACADEMIC COURSES	
1.	English 9/13	53
2.	Mathematics 9/15	55

	Page
3. Physical Education 9/20	57
4. Sciencell	59
5. Social Sciences:	
- Social Studies 10	61
- Sociology 20	62
C. GENERAL OBSERVATIONS	64
SECTION III RECOMMENDATIONS	
A. ADMINISTRATION	66
B. COUNSELLING SERVICES	66
C. FACILITIES	67
D. COURSES	68
E. OTHER	69
APPENDIX	70

EVALUATION OF THE BEV FACEY COMPOSITE HIGH SCHOOL ACADEMIC OCCUPATIONAL PROGRAM

SECTION I

THE ACADEMIC OCCUPATIONAL PROGRAM

A. THE EVALUATION PLAN

1. Introduction

In the fall of 1981 the Strathcona County Board of Education introduced the Academic Occupational program in the newly opened Bev Facey Composite High School. In previous years students in that category had been sent to W.P. Wagner Vocational School or L.Y. Cairns School in Edmonton.

As the A-O program is heavily dependent on locally developed courses the County School administrators were hard pressed to develop courses acceptable to Alberta Education. The time line proved to be too short to have the course materials move through the normal channels and consequently the Minister of Education, Honourable David King, gave approval for interim use of the courses for a period of one year subject to evaluation at the end of that time. However, the first year required major adjustments and the interim approval was extended another year to the year ending June 1983.

In May 1983 Harders Consulting was hired to do an evaluation of the A-O program.

The terms used in this report need clarification. The GOALS program (Generating Occupational and Living Skills) developed by the County has two components. One is the Academic Occupational (A-O) component that meets the needs of students who are just below average in performance. The other component is for the Educably Mentally Handicapped (E.M.H.). These students are generally considered to have an intelligence quotient ranging between 50 and 75.

The two groups E.M.H. and A-O are combined in the vocational courses thus making class sizes efficient for instruction. Each group has separate and discreet academic courses. This report deals only with courses available to the A-O students who are part of the GOALS program.

2. Purpose

The purpose of the evaluation was to determine the extent to which the Academic Occupational program as a whole and each of the locally developed vocational courses as taught at Bev Facey Composite High School met the objectives of the Strathcona County Board of Education as described in "A Proposal for Special Education Program Development at Bev Facey Composite High School" and the "Alberta Academic Occupational Program Guidelines."

3. Methodology

Two evaluators, Dr. J.D. Harder and Eric J. Harder, both external to the school system used the following procedures to assess the A-O program:

a. Interviews of administrative staff.

The following administrators, coordinators and counsellors were interviewed.

Mr. Jim Sawchuk	-	Principal
Mr.Terry Banfield	-	Assistant Principal
Mr. Ernie Leeck	-	Vice Principal
Mr.Stuart Adams	-	Special Education Coordinator
Miss Marilyn Ceretzke	-	Business Education Coordinator
Mr. Dale Gullekson	-	Work Experience Coordinator
Mr. Robert Johnston	-	Social Studies Coordinator
Mr. Duane Stewart	-	English Coordinator
Mr. Dan O'Reilly	-	Physical Education Coordinator
Mr. Larry Harris	-	Arts Coordinator
Mr. Bryan Stauffer	-	Mathematics Coordinator
Mrs. Ella Mortemore	-	Counsellor
Mrs. Diane Stammer	-	Counsellor

b. Observation of the instructional process.

The following classrooms were observed in action and the teachers interviewed.

Academic

English 09	-	Mr. John Phelan
English 13	-	Mr. Al Dixon

General Business C9	-	Mr. John Blevins
General Business 16	-	Mr. G. Lee
General Business 26	-	Mrs. Shirley Casavant
Math 9	-	Mrs. Pat Forsyth
Math 15	-	Mr. Evan Fleetwood
Physical Education 9	-	Mrs. Phyllis Sadoway
Physical Education 20	-	Mr. Dan O'Reilly
Science 11	-	Mr. Bruce Drysdale
Science 11	-	Mrs. Jo-Ann Sherlock
Social Studies 10	-	Mr. Richard Russell
Sociology 20	-	Mr. Robert Johnston

Vocational

Auto Services 26	-	Mr. Ralph Pederson
Beauty Culture 26	-	Mrs. Norma Evans
Building Construction 16	-	Mr. Phil Benjamin
Building Construction 26	-	Mr. Werner Reiter
Building Subtrades 16	-	Mr. Murray Rourke
Food Preparation 26	-	Mr. Bill Taylor
Graphic Arts 16	-	Mr. Bill Hopkins
Health Services 26	-	Mrs. Kristi Harris
Home Economics (Sewing)	-	Mrs. Debbie Jamieson
Horticulture 09	-	Mr. John Leppard
Practical Arts 16	-	Mr. Larry Harris

c. Survey Instruments

The following questionnaires were used:

(1) Student Questionnaire administered to all A-O students

(2) Attitudes Toward the World of Work

(3) Interview schedules were used with the administrators and teachers

(4) Results from previously administered tests were used as follows:

(a) Intelligence tests

- WISC - R

(b) Achievement tests

- Canadian Test of Basic Skills Grade 8

d. Report Plan

The report is written in three sections. SECTION I presents a general evaluation of the whole A-O program.

SECTION II gives a more detailed report on (1) the following locally developed vocational courses.

Horticulture 16	Sewing 16
Automotive Services 16/26	Practical Arts 16
Graphic Arts 16	General Business 16/26
Building Construction	Health Services 16/26
Beauty Culture 16/26	Building Subtrades 16/26
Food Preparation 16/26	

(2) the following academic courses:

English 9/13	Science 11
Mathematics 9/15	Social Studies 10
Physical Education 9/20	Sociology 20

SECTION III contains the recommendations.

B. EVALUATION FINDINGS

1. Philosophy of the School

In harmony with the philosophy of the Strathcona Board of Education "Bev Facey School is to provide programs and learning activities to develop the abilities of the individual in order that he might fulfill his personal aspirations and make a positive contribution to society. The Bev Facey School also makes the commitment to meet the needs of those students whose needs are not being met in regular provincial programs, through continuing program development. It is the school's goal to develop within each student the ability to live an independent and satisfying life."

Applying the philosophy at Bev Facey includes the concept that teachers work with a variety of student levels. This means that a person teaching mathematics 30 may also teach a class of A-O mathematics at the 09 level. There are some exceptions where specialization is necessary as in the IDEA center. (Individually Directed Educational Assistance).

The philosophy is a product of the personnel from central administration and the principal. Teachers and parents were not involved in its formulation.

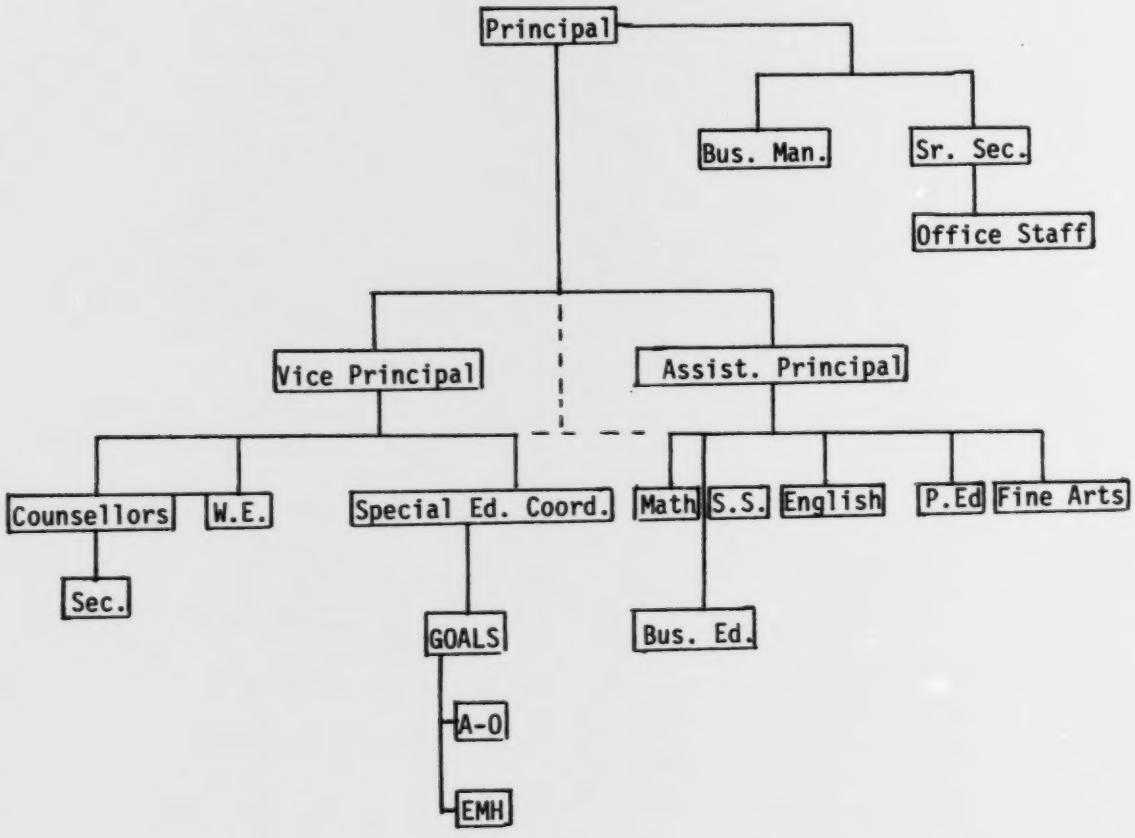
In the evaluators' observations of the staff in operation, the philosophy of the school as stated above was being practiced. The commitment of the teachers to the A-O students, students whose needs were not met by regular provincial curriculums, through program development, revision and modification was most praiseworthy.

2. Organization and Administration

a. Management structure

While the enrolments in the A-O program make up only about 140 or 17% of the entire school population the evaluators attempted to determine whether this program received adequate attention from administration to ensure its success.

The lines of authority are illustrated in the diagram.



The lines of authority are not as clean cut as the diagram suggests. The subject area coordinators for example, are responsible both to the assistant principal and the principal. The same applies to the special education coordinator and the counsellors.

The administration is operating effectively introducing minor modifications in policy as practicalities dictate. For example, the vice principal has responsibility, according to the job description, for all aspects of the special education program. The special education coordinator, however, does most of the administration, scheduling of courses and attending to discipline problems related to the area.

The Faculty Council (13 people) made up of the administrators, coordinators and counsellors meet twice monthly and more often if needed.

All the programs, Educable Mentally Handicapped (E.M.H.), Academic Occupational (A-O), General Diploma and Matriculation are administratively integrated. Consequently the amount of time administrators directed to any individual program could not be determined.

On the basis of the morale of the staff and their positive references to the school and central office staff, the evaluators' assessment is that the administration is doing an excellent job.

b. Communications with Parents

Communication with parents is a priority with the administration of Bev Facey and numerous means are used. Among them are:

(1) the telephone to alert parents to problems their children are creating.
   - to tell parents when things are going really well for their children after they have had a problem.

(2) newsletters which are sent out on an irregular basis.
   - plans for next year are to regularize these and send three per semester.

(3) the "Student Handbook" which was sent to all parents.

(4) an Open House which is held twice a year.

(5) an invitation to all parents of GOALS students to a meeting where the program is explained. (GOALS students include all those in the A-O and E.M.H. programs).

(6) regular parent-teacher interviews. These were used for the first time this year and are considered very effective in communicating with parents.

(7) local newspaper feature articles. While these are valuable there is no single newspaper that serves the entire County.

In addition to the more formal communication techniques described, there are numerous contacts that parents make with the school through customer services provided by the various vocational shops, the sports program and the Work Experience/Study programs.

Parents appear to have easy access to administrators and staff.

c. Extra Curricular Activities

The policy of the school is to involve as many teachers as possible in extra curricular activities. The A-O students are free to become involved in the regular sports teams. Quite a few A-O students are on school teams as verified by their responses to a student questionnaire*, "Are or were you involved in a school team?"

The "yes" responses were as follows:

Grade 9 - 42%

Grade 10 - 33%

Grade 11 - 33%

The A-O students tended to participate more frequently in the intermural sports program than did regular students. The questions did not differentiate between in-school and inter-school team activities so no conclusion could be drawn on the frequency as to the type of participation.

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*A student questionnaire was administered to all the A-O students and was the basis for student response found in this report.

d. Attendance Policy

There is an aggressive attendance policy with one secretary spending a major portion of her time following up absentees. Attendance is taken at the beginning of each class period and recorded on a student card. The cards of absent students are sent by runner to the recording secretary who follows up by telephoning the parent.

The average daily rate of absenteeism for the six month period November to May was 10% for the A-O students and 6.51% for the student population as a whole. There is a significant difference between the attendance of the A-O students and the school average.

e. Budgeting

The operational budget is a compromise of the projected needs of the school administrators and the funds made available through the central office. The A-O program has no special funds allocated other than through the general school budget. Some shops generate revenue which is placed into a shop fund administered by the principal. These funds are used for the vocational shops generally. One exception is that of the Food Services revenues. These go directly to central office with the hope that they will cover the cost of the wages for the chef and aide for that area.

The capital budget is allocated by the central office following negotiation with the school administration.

The procedures used and practiced appear to be working well. All the teachers who were asked about adequacy of supplies, materials and servicing (primarily in the vocational areas) responded positively. They conceded that there were times they would like more resources. However, they were satisfied that they were getting their share and that the administration was quick to respond to their requests. The business manager is very efficient and works well with the staff.

f. Custodial Services

Custodial Services are contracted to a private firm. While this appears to be more economical to the County there is a problem of supervising the contractor to hold him to the promised services.

Maintenance is attended to by County crews and is very satisfactory.

3. Counselling Services

a. General description

According to the Bev Facey Faculty Handbook:

"a major focus of guidance services is to allow each individual an opportunity to develop his own unique personality. This emphasis requires a flexible program which must take into account both cognitive and effective needs of each individual. Consequently, the guidance services must promote the inclusion of career and human development content to meet these needs."

The role of the counsellors is described as:

"helping individuals to learn to know and understand themselves as persons, to learn to accept themselves at each stage of their changing development, to learn to interact with others and to accept and be accepted by fellow human beings, and to learn to develop a picture of the person they want to become and are capable of becoming.

Counsellors do not see themselves primarily as clinicians or psycho-therapists who help abnormal individuals unlearn or relearn acquired behaviors through remedial treatment. This kind of counselling or treatment (intensive therapy) is a necessary and important function of clinical psychologists, psychotherapists and counselling psychologists.

Counsellors subscribe to the developmental approach in counselling which is based on the premise that all individuals need assistance throughout their lives, from kindergarten through high school and beyond. Effective developmental counselling in education lessens the need for crisis counselling."

The above quote is used here because the evaluators detected some tension building up between the counsellors and administration as to their role. The counsellors feel that the role description quoted above is one they can live with. However, the pressures for therapy are mounting because students have these needs. This situation is currently being discussed.

b. Counselling Staff

There are two counsellors for the school which means the student - counsellor ratio at Bev Facey is 400 to 1. About one quarter of the student population is made up of special students, A-O and E.M.H., students who generally require more counselling services.

The counsellors are well qualified for their jobs, as to both experience and education. One has a B.Ed. and a Graduate Practicum in Counselling and the other has a Masters degree in Educational Psychology.

c. Academic Occupational Student Selection Criteria

The selection criteria are more discriminating than those required by Alberta Education. The criteria are summarized as follows:

1. Candidates have failed to maintain satisfactory standing in their home school even when provided with every support service possible.
2. Minimum age of 13 1/2 years as of September 1 and in grade 8 or 9.
3. Minimum of a two-year lag in Reading and Mathematics.
4. Intellectual ability in the range of 80 - 90 + or - 5 as determined by an intelligence test. WISC - R. BINET.
5. Initial referrals of candidates shall be made to school counsellors who update the files.
6. Applications are submitted to the Superintendent, Pupil Services.
7. Applications are reviewed by a selection committee composed of the Assistant Superintendent of Pupil Services or designate, the Vice Principal and the Coordinator of Special Programs of Bev Facey, and approved or rejected.

Orientation and inservice for the Bev Facey GOALS Program is scheduled to begin in January. Tentative selection of students occurs in February with the applications being submitted for committee processing in March. Parent orientation and student registration also are scheduled for March.

The selection of A-O students, parent orientation and the adiministration and scheduling of the whole process meets all the criteria set out by Alberta Education and the County of Strathcona Board of Education.

d. Matching Students and Courses

Pre-registration information on courses available for students from feeder schools as well as those in attendance at Bev Facey is provided through classroom visits by counsellors as well as by teachers. During the past year the vast majority of students were able to study in the course pattern they selected. In answer to the question "I am taking most of the courses I wanted" student response was as follows:

I am taking most of the courses I wanted (in percentages)

Grade	Yes	Most	Some
9	46	54	0
10	60	31	9
11	40	57	3
Average	49	47	4

Opportunity for transfer to another course during the school term depended on the courses being taken, the desirability of the change for the good of the student based on mutual agreement after discussion and the availability of space in the program requested. When a student was obviously in unsuitable courses every effort was made to correct the situation as soon as possible.

e. General Testing Procedures

General testing is done at the Junior High School level during the first semester. Individual intelligence testing is done on request through the County school office.

The tests used include:

(i) Intelligence Tests

Wechsler Intelligence Scale for Children-Revised (WISC-R) Lorne Thorndike Gr. 7

(ii) Achievement Tests

Canadian Test of Basic Skills Gr. 8

Next fall the County is expected to use the Canadian Achievement Tests.

(iii) Aptitude Tests

Differential Aptitude Tests Gr. 9

(iv) Interest Inventories

California Occupational Preference System

The Strong-Campbell Interest Inventory

Jackson Vocational Interest Survey

The data bank being developed should provide adequate information for the counsellors to give considered advice.

f. Referral of Students

The counsellors are very accessible to the students. Referrals of students to counsellors can be made by teachers, administrators, or parents. The students themselves generally make their own appointments. In such cases, students are provided with a form by the counselling office. This form is to be shown to the teacher for the period in question before the student goes to see the counsellor.

According to the Student Questionnaire administered for this evaluation, 51% of the students wrote they could visit a counsellor whenever they wanted to.

I can visit my counsellor whenever I want to (In percentages)			
Grade	Yes	Sometimes	No
9	49	35	16
10	57	35	8
11	48	35	17
Average	51	35	14

The figures in the chart above suggest that the students perceive that counselling services are readily available and this is very commendable.

g. Counsellor-Teacher Communication

Teachers and counsellors are encouraged to share information for the benefit of students. This interaction is usually informal but frequent and of considerable benefit to both parties. Case conferences also provide for interaction with teachers.

Career information for students in the A-O program is built into the curriculum. The vocational teachers in particular are very helpful in providing realistic information on the trade taught. The academic teachers, too, help in various career counselling functions such as in helping students write resumes and how to prepare for a job interview.

A good supply of career information is available. The Reed Career materials, the Canadian Classification and Dictionary of Occupations (CCDO) as well as many other booklets and pamphlets are displayed and available to students.

h. Providing Career Information

Career information for students in the A-O program is built into the curriculum. The vocational teachers in particular are very helpful in providing realistic information on the trade taught. The academic teachers, too, help in various career counselling functions such as in helping students write resumes and how to prepare for a job interview.

4. Program Organization and Supervision

a. Program Rationale

The County of Strathcona Board of Education rationale for the Academic Occupational program is that "all students should be provided the opportunity to develop their vocational, social and personal competencies in order to become economically independent, and thereby succeed as productive citizens in the home, at work and in the community."*

Through the program the objective is to provide a basic curriculum which will encompass the skills, both academic and vocational, needed by the student to insure successful entry into employment.

b. Program Description

Content: Three components comprise the content.

Academic	Personal Development	Vocational
English	Physical Education	Beauty Culture
Mathematics	Fine Arts	Building Construction
Science	Drama	Building Subtrades
Social Studies	Human Relations	Food Preparation
	Psychology, Sociology	General Business
		Graphic Arts
		Health Services
		Horticulture
		Practical Arts
		Sewing

*A Proposal for Special Education Program Development at Bev Facey Composite High School. p.2

The Academic Occupational program is up to four years in length. In the first two years, grades 9 and 10, students must take the academic courses in English, Mathematics, Human Relations, Science and Physical Education. In the vocational area students must choose four subjects from those listed, in each of the two years. In Grade 11 they choose only one area in which to develop vocational competency. For most students Grade 11 will be the termination of their program. There is, however, a fourth year for students who would like to transfer to the regular diploma route for credit or those who would benefit from a non-credit extension of the third year program.

The time spent on the vocational courses in the first two years is eighty minutes per day per semester. This constitutes about 50% of the school time spent on vocational orientation. In Grade 11 one half of every school day is spent on vocation preparation.

The program course areas and time allocations meet all the requirements for funding under the "Alberta Academic Occupational Program Guidelines 1983."

c. Program enrollment

The enrollments in each of the three years of the program are listed on page 16 by subject. Currently there are more than twice as many students at the second year level than in the first. As the school system regularizes, after the first two years of adjusting, the flow of students into the A-O program is expected to be more natural.

A-O ENROLLEMENTS BY GRADE AND COURSE

Course	Yr.1 (09)		Yr.2 (10)		Yr.3 (11)		Yr. 4
English	09	31	13	72	23	35	
Science	09	31	11	73			
Mathematics	09	31	15	67	25	29	
Social Studies	09	31	10	72			
Psychology/Sociology					20	32	
Physical Education	09	31	10	72			
Autobody/Welding			16	16			
Automotive Services	09	18	16	27	26	5	
Beauty Culture	09	14	16	26	26	3	
Building Construction	09	16	16	42	26	6	
Building Subtrades	09	6	16	18			
Food Preparation	09	15	16	41	26	4	
Graphic Arts			16	29			
Health Services	09	6	16	21	26	4	
Horticulture	09	7	16	6			
Practical Arts	09	11	16	26			
Sewing	09	10	16	13			
General Business	09	17	16	27	26	10	

d. Student Description

The Academic Occupational program is designed to provide an alternative educational route for students who have serious difficulty in keeping up with their peers in regular school courses. Their record of low achievement is the basic criteria for consideration for entry into the A-O program.

The students in the A-O program at Bev Facey have the following characteristics:

Attendance

The attendance of A-O students is on the average 90%. This is down about 3 1/2% for regular students. Based on the attendance records of this past school year, the percentage attendance of the A-O students by grade was:

Grade 9 - 91
Grade 10 - 91
Grade 11 - 88

Intellectual Functioning

Most students had all or part of the WISC-R Intelligence Test (Wechsler Intelligence Scale for Children-Revised). The range of grades were as follows for selected sub-tests and the full scale.

WISC-R

	Verbal			Performance			Full Scale		
Grade	Low	High	Ave.	Low	High	Ave.	Low	High	Ave.
9	78	100	87	72	129	96	83	102	91
10	43	109	85	52	123	96	77	120	88
11	74	102	85	65	112	93	69	101	89

The A-O students fall within the range of 80 - 90 + or - 5 as set out in the selection criteria with a few exceptions. Students data for the complete WISC-R and Canadian Test of Basic Skills are found in the Appendix.

The Bev Facey A-O students have the characteristics of the learning disabled students. The major characteristic is the wide discrepancy between the performance and verbal scales. The average difference for the tested group was about 10 points with performance being higher.

As much of normal schooling requires the use of verbal, abstractions these students do poorly. However, they are much closer to being normal on the performance scale and thus a school program directed to more concrete, practical learning activities is more appropriate for them.

Achievement (on tests)

The scores for the Canadian Test of Basic Skills were available for most students. Only the Reading, Mathematics Concepts and Composite scores are tabulated below.

Canadian Test of Basic Skills

	Reading			Mathematics			Composite		
Grade	Low	High	Ave	Low	High	Ave	Low	High	Ave
9	2.4	8.0	5.6	1.4	6.9	5.2	3.7	8.1	5.8
10	2.3	9.1	6.0	3.1	8.3	5.9	3.7	8.6	6.1
11	4.5	8.6	5.8	3.9	8.5	5.8	3.9	7.7	5.7

The chart shows that the A-O students are generally low in reading, ranging from the Grade 2.3 level to 9.1 and averaging just under grade six. In mathematics, too, the range is from 1.4 to 8.5 with an average of grade 5.6. These ranges are characteristic of such students and require the development of special programs in which they can achieve.

Attitudes (World of Work)

The attitudes to the World of Work scale was used to determine how the Bev Facey A-O students compared with Alberta students in general.

The "World of Work Scale" is an Alberta developed instrument that consists of 75 items grouped into 15 scales of 5 items each. Sample scales are:

1. Preparation by school: Students scoring high on this scale perceive their preparation for entrance into the world of work as being adequate. School preparation is seen as approximately job related.
2. Diligence: Students scoring high have attitudes favorable to hard work.
3. General Attitudes Towards Earning a Living: Students scoring high on this scale have a positive attitude toward earning a living, typified by a statement "I am looking forward to earning my own way."

A description of the meaning of the scales follows in the interpretation of the scores. The results of the tests of the Bev Facey A-O students are on the chart following. When reading the chart three definitions must be kept in mind.

a. The mean is the average for the group compared with the normal Alberta population.
b. The percentile rank indicates what percent of the provincial population of the specific grade would score lower than the group tested. For example, the grade 10 boys are at the 43rd percent on "preparations for employment." This means that 57% of the provincial group would score higher.
c. The standard deviation is an index which describes the variability or spread of the scores. If the standard deviation is small it means that the group is quite homogeneous, that it has low variability. If the standard deviation is large there is high variability in the group.

Tabulations of the World of Work Attitudes Scores

By Grade and Sex on Each of 15 Scales

Grade and Sex	Prep. for Empl.	Interest	Diligence	Laziness	Job Sec	Pos. Empl. Char.	Indep-endence	Money	Ambition	Focus of Control	Confi-dence	Neg. Empl. Char.	Social Rela-tions	Att. to Unemp.	General
Gr.10 Boys #27															
Mean	18.00	18.30	20.26	11.26	19.00	17.04	16.67	17.04	15.48	13.96	16.78	15.44	19.04	15.93	17.33
%	43	14	25	63	70	25	8	34	23	71	18	66	56	31	39
SD	2.20	2.69	2.51	3.64	2.97	2.46	2.46	3.19	2.33	3.13	2.55	3.39	2.39	2.34	2.90
Gr.10 Girls #19															
Mean	18.74	19.47	21.63	10.21	20.58	18.32	17.21	18.05	15.58	14.58	16.84	15.53	20.26	16.37	18.42
%	47	39	58	56	98	76	42	88	60	83	24	76	37	76	55
SD	2.18	1.90	1.67	2.74	1.77	2.89	2.90	2.22	1.84	2.36	3.44	2.89	1.82	3.42	2.59
Gr.11 Boys #11															
Mean	17.64	18.73	20.18	13.36	19.36	17.73	17.36	17.18	15.82	17.09	17.18	15.36	18.45	18.00	16.91
%	42	17	18	94	79	42	15	47	29	96	20	63	33	73	34
SD	3.80	1.95	2.09	4.23	2.50	2.15	2.25	3.74	3.06	3.21	1.78	1.96	2.58	2.53	3.33
Gr.11 Girls #17															
Mean	17.41	18.53	19.82	10.82	18.41	17.06	16.94	16.71	15.94	14.35	16.71	15.41	19.47	17.00	18.29
%	29	11	10	76	67	32	26	61	63	88	13	76	32	82	52
SD	2.35	1.81	2.43	3.15	3.68	2.28	2.28	2.76	2.84	3.18	2.44	2.24	3.26	3.12	1.61

% - Percentile
SD - Standard Deviation

An interpretation of the student scores on the Attitudes to the World of Work scales provides the following information.

1. Preparation by the School. Students ranged from the 47th percentile to the 29th in their perceptions of the schools adequacy in preparation for the world of work. The grade ten and eleven boys were in the 43rd and 42nd percentile but grade eleven girls only in the 29th. These girls do not perceive themselves as having adequate preparation.
   The standard deviations were very similar on all the scales suggesting that the A-O group is indeed fairly homogenous and selectively defined. As this observation applies across all the scales no further reference will be made to this measure.

2. Interest and Variability in Jobs: The data suggest that these students do not seek jobs that are interesting, challenging or varied. The percentile ratings of 11 to 39 indicate little creativity.

3. Diligence: It appears that the A-O students do not favor hard work with percentile scores as low as 10th for the Grade eleven girls. Yet the grade ten girls scored in the 58th putting them above average. Both grades of boys were relatively low.

4. Laziness. The high scores 56 to 94 indicate that these students have an attitude of wanting to get as much as possible for as little effort as possible. This may be indicative of why they are A-O students.

5. Job Security. The high scores 67 to 98 reveal that the students value job security very highly.

6. Positive Employer characteristics. The range of scores from 25th to 76th means the element of trust varies greatly. The grade ten girls scored at the 76th percentile which means they view employers very positively. This score dropped to 32nd for the grade eleven girls. The boys ranged from 25th to 42nd in grade ten and eleven.

7. Independence. Students did not view the preservation of their independence highly. With a percentile range of 8th to 42nd it suggests independence is not a priority for A-O students.

8. Money. Money was more important to the girls than to the boys. The girls with scores in the 88th and 61st respectively for grade ten and eleven compare with 34th and 47th respectively for grade ten and eleven boys.

9. Ambition. Girls scored in a much higher percentile 60th and 63rd than did the boys 23rd and 29th. Students scoring high on this scale view striving for success as more important than other considerations such as friends.

10. Focus of Control. Students scoring high on this scale view getting and holding a job as being largely a matter outside of their control - luck, knowing the right person. With scores ranging from the 71st to 96th percentile this group certainly holds the view that they are not in control.

11. Confidence in Succeeding. The low scores in the 3rd to 20th percentile range suggest the students have a lack of confidence in their ability to get and hold a job.

12. Negative Employer Characteristics. The fact that the A-O students ranged in the 63rd to 76th percentile indicates that they, more than the general student population, view employers as greedy and unfair.

13. Social Relations. Students scoring high on this scale view social relationships as being the important determiners of job satisfaction. The generally low scores except for grade ten boys indicate these students are not inclined to work with people.

14. Attitudes Toward Unemployment. Most of the students scored well above provincial norms and viewed unemployment as undesirable.

15. General Attitudes Towards Earning a Living. The girls both in grade ten and eleven scored above the provincial norms 55th and 52nd respectively. This suggests they have a positive attitude toward earning a living. The boys with percentile ratings of 39th and 34th for grade ten and eleven are more negative and pessimistic.

The general picture that emerges about the attitudes of A-O students in respect to the 15 scales represented in the questionnaire is summarized as follows:

A-O Students Attitudes Compared with Alberta Average

Scale	Above Alberta Student Average	Below Alberta Student Average
1. Preparation		X
2. Interest		X
3. Diligence		X
4. Laziness	X	
5. Job Security	X	
6. Positive Emp.		X
7. Independence		X
8. Money	X	
9. Ambition		X
10. No. Control	X	
11. Confidence		X
12. Negative Emp.	X	
13. Social Rel.		X
14. Att. to Unemp.	X	
15. General		X

As there is no description of what a typical A-O student is like, the evaluators can only say that the attitudes expressed by these students as measured by the "World of Work" scales appear to corroborate the generally held view. It is our opinion that the A-O students at Bev Facey Composite High School have the characteristics of such students in other schools. More research is needed to validate this statement.

e. Program Supervision

Each of the subject area coordinators is responsible for supervising program development at each level. In addition a Special Education coordinator has specific responsibility for the A-O and the E.M.H. programs. Both groups take the vocational component of the program in integrated classes. Enrolments are kept to 15 or under except where an aide is employed to work with the teacher. For the academic courses the two groups are differentiated. This approach appears to be working satisfactorily.

The principal, assistant principal and vice principal share the task of coordinating the vocational program. This in the evaluators' opinion is not the best solution to coordinating this area.

The principal does considerable supervising of all teachers and his visits are well accepted.

The Work Experience/Study program coordinator places students and supervises them on the job. He also consults with the employers on site about the student's progress. Employers complete a questionnaire after each student has completed a session.

5. The Instructional Program

A general comment on the content of the instructional program is that it has improved greatly over the past two years. When the school opened, outlines had been developed for all courses by a curriculum specialist. Very little teacher involvement had ocurred and as a result when the teachers began to teach from these outlines they found them much too general. This meant extensive revisions, detailing, resource selection and acquisition. This process is still underway but most of the teachers now have fairly good guides to work from. A more extensive treatment of the content in vocational courses will be given in Section II of this report.

a. Content

The original course guides, except those with which teachers were involved in their development, proved to be inadequate. Consequently, a comparison of the original with guides currently in use suggests extensive improvement. The academic courses at the 09 level have been developed in conjunction with the County's basic core curriculum and are sound and well planned. The other academic courses at the grade 10 and 11 level have been extended from the basic core through the work of the staff at Bev Facey.

The vocational courses are not all of the same standard. Some programs have been fully developed even to the daily plan stage. These include Health Services, Beauty Culture, Food Preparation, General Business, Practical Arts and Sewing. Health Services has dropped the Home Management section as it lacked appeal and relevance for the intended students. The current program of Health Services with applied Food Science is more appropriate and is meeting the needs of the students.

The Graphic Arts course has developed around the two components of photography and offset printing. Some silk screen work is done as an extra unit for those who complete their assigned projects.

Horticulture has had a change of staff and the course is currently being developed on the provincial model via the course used at W.P. Wagner School.

The Auto Services area also had a change of teachers. Currently a teacher (helicopter mechanic) provides instruction in the course with the assistance of an aide (auto mechanic). While the course follows the basic outline originally proposed it is being rewritten to provide much greater detail.

The Building Contruction 16 curriculum guide developed by the specialist had been used initially but at the time of observation it appeared that projects served as the major carrier for curriculum content. While safety was stressed and a diary kept of activities done, there was little evidence of pre-planning or directed teaching.

In Building Construction 26 content was selected from the provincial 12/22 curriculum guide. Modifications were introduced to accommodate the competencies of the students.

The Building Subtrades is a course taught by a beginning teacher who is not a tradesman in any of the sub-trade areas. He was attempting to develop a course based on fairly extensive personal experience. The content was taught through small projects which limited the practice students would experience. Some activities such as plastering and outside stuccoing had not been attempted. On the other hand painting and decorating had been enhanced by adding paper, burlap, stippling and panelling.

The curriculum in the Building Construction and Building Subtrades needs a thorough review to reduce overlap and provide a more directed approach to a logical sequencing of learning tasks.

b. Integrating of Content

One of the objectives of the A-O program was that the three components, academic, personal enrichment and vocational would be closely integrated. This has not yet been achieved. Those courses where the content is well defined are currently being studied for possible strands of integration. Some examples of integrated activities occurring are in:

- Beauty culture with Math. There is a possibility of integrating General Business also.
- Building Subtrades with Math
- Building Construction 16/26 with Math.
  Currently under discussion with plans to begin on integration next fall.
- Health Services with Math and Science.
- Auto Servicing with Math.

In most courses integration is being "talked" about more than it is practiced. However, in the General Business 09, 16, 26 courses a truly integrated approach is in practice. Typing, Mathematics and English are a part of a well organized program at the 09 level. In General Business 16 filing and business procedures are added to the list and at the 26 level some computer work is introduced.

To bring elements from different subject areas together to make an integrated whole is a very difficult task in a subject-orientated environment. While the academic subject teachers are encouraged to draw upon practical examples from the vocational areas to which to apply their abstractions it is frustrating when the class includes students from a number of vocational areas. It is a difficult task but some headway is being made. Continued strong leadership on the part of the Special Education Coordinator will be required to make integration a fact.

c. The Instructional Process

The instructional processes, as can be expected, varied from class to class and differed with the subject area being taught. In the main teachers were well organized, had given thought to the presentation and set realistic expectations for the students both as to deportment and application. Where this was the case students responded attentively and worked well at their assignments. The classroom atmosphere was relaxed yet industrious.

In the few instances observed where this was not the case, the fault may have been with the group. However, an increased awareness and a more thorough application of the sound suggestions contained in the "Bev Facey Composite High School Guidelines for Teachers of Special Classes" and the "61 Suggestions to Improve Classroom Discipline" contained in the "Basic Core Program" guide would help both student and teacher in achieving their goals more readily.

It was interesting to note how teachers who had never taught students of this type before learned to cope by developing techniques for motivating students, and by rediscovering the need to utilize varied approaches starting with the most concrete. There were several teachers who had had experience teaching at the elementary level who appeared to have a better understanding of how children learn and found the adjustment easier.

The volume and variety of learning resource materials available to teachers is very commendable for a school in its second year. Teachers have easy access to the audio visual devices, video tapes, filmstrips, films, kits and books. Computers are available but in limited numbers.

The library is centrally located, is spacious and building up a wide selection of materials.

IDEA Centre

A unique innovation at Bev Facey is the IDEA centre, (Individually Directed Educational Assistance).

The IDEA centre consists of two rooms. One is furnished as a small classroom with individual desks and a variety of learning resources. The second room is a resource materials storage room and office for the special staff. Currently the equivalent of 1.8 staff members are assigned to the centre, which also includes coordination time. Several specialists are utilized, one in reading and the other in mathematics and science. One teacher aide also works with the GOALS group generally.

The purpose of the centre is to give extra help to any student, regular or GOALS, who needs it in the areas of:

- study skills
- organizational skills
- reading
- writing
- mathematics.

Help of a tutorial nature is available where students have trouble with specific courses.

In addition, students are identified in junior high school as to their need for the assistance of the IDEA centre and are scheduled into it.

During the number of times the centre was observed by the evaluators it was in constant use by some students. When students were questioned on how many had used the services of the IDEA centre the following information resulted:

Have you spent time in the learning centre (IDEA)
(in percentages, actual numbers in brackets)

Grade	Yes	Some	No
9	16 (6)	14 (5)	70 (24)
10	11 (4)	8 (3)	81 (30)
11	17 (5)	20 (6)	63 (19)
Average	14.6 (5)	14 (4)	71.4

From the utilization data it appears that the centre is being used extensively by some. Only A-O students were surveyed so regular students aren't part of the utilization data. Increasing teacher awareness and appreciation for the potential assistance that is available to them through this resource appears to be necessary.

d. Evaluation of Students

There is an excellent statement in the "Bev Facey Composite High School Guidelines for Teachers of Special Classes" outlining evaluation procedures.

The procedures observed in practice followed these guidelines. Teachers evaluated students on content, skills developed and attitudes. The weighting given the various categories varied from subject to subject but the parameters suggested in the guidelines were followed.

Teachers accommodated students' handicaps to allow them to achieve. Students who had difficulty with reading and writing were given the opportunity to answer orally. Mastery of content earned students up to 50% in the academic courses and 30% in the vocational. In the vocational subjects the project work awarded up to 50% of the years mark. Work habits and attitude were rated at between 20 and 40%.

Teachers generally informed students how they would be graded. On the Student Questionnaire there were two questions on evaluation. Student answers were as follows:

"The teacher tells us what we will be tested on" (in percentages)

Grade	Always	Sometimes	Never
9	34	65	1
10	54	46	
11	20	80	
Average	36	64	

"I know how my final mark for the report card will be decided." (in percentages)

Grade	Yes	Some of it	No
9	33	47	20
10	35	46	19
11	20	63	17
Average	29	52	19

The majority of students knew, at least in part, how they were being evaluated. This is very commendable and teachers should be encouraged to regularly inform their students on what is expected of them.

e. Follow-up Procedures

The program having been in operation for only two years does not have graduates. Students, though, have been placed in work stations as part of the Work Study program. Students have responded well to the experience and the employer's ratings of students in their employ were very complimentary. A summary follows.

Employer Rating of Students April 6, 1983

Number of students rated 41

Students who:		No.	Percent
1.	Were offered employment	13	32
2.	Were considered ready for employment	12	30
3.	Should continue training as potential is apparent	11	26
4.	Need to take a more serious attitude toward work.	4	10
5.	Were misplaced	1	2
		41	100

The fact that the employers responded so positively to the students with 62% being considered ready for employment and half of those having job offers suggests that the major objective of the A-O program is being met rather well.

Plans are being made to set up a long term follow-up scheme using a computer program.

6. General Information

a. Facilities

The facilities are very good. As with any new building, practical use brings suggestions for modifications and improvement.

When the students were asked what they liked least about their school references to lack of light, and grey, dull hallways were made frequently. This can in part be remedied with paint. There are two other areas that could be functionally improved.

1. The guidance suite does not have "friendly" access. It needs to be opened up so students can browse through the materials more easily.
2. The Food Preparation kitchen is too small and the customer service area too large. If this could be adjusted it would improve the teaching area and give better control of customers.

b. Tools and Equipment

All the vocational areas were well equipped or in the process of being completed.

SECTION II

THE ACADEMIC OCCUPATIONAL COURSES

This section reports on the instructional content, process and evaluation for each course in the Academic Occupational program taught in the second semester. The description of the activities and the commendations come from the block of time the evaluators observed the instructional process. Those activities which were most noteworthy are commented on. Each description of a vocational course will be followed by recommendations pertaining to the form it should take for continued use.

A. THE VOCATIONAL COURSES

1. Automobile Servicing 16/26

a. Content

The content of the courses is based on the outline prepared by the County Education Office but has been considerably enhanced. It is currently being updated and rewritten. Some integration with mathematics is being introduced in the new material.

The objectives of the program include getting the students to work amiably together, to get accustomed to a work environment and to become functional employees.

b. Process

The program is activity-oriented. Jobs are taken on a daily basis and generally completed in a day. The help of an aide who is a trained mechanic is a real asset to the program. While some lecturing is done most of the instruction is by demonstration and on an individual basis.

c. Evaluation

Students are tested through both verbal and written tests. Practical work is assigned a grade and attitude and work habits are scaled.

d. Facilities

The facilities are adequate. Equipment is being built up as the program develops.

e. Commendation

Good progress has been made in detailing the course and to provide broader experiences for the students.

f. Recommendation

The course as being developed and piloted with the students is superior to the original one. It is recommended that

1. Automobile Services 16 and 26 be approved for continued use.
2. Integration with the General Business course as it applies to the use of basic accounting should be considered.

2. Beauty Culture 09/16/26

a. Content

The content in Grade 9 and 10 is directed to help students become aware of themselves by becoming conscious of personal hygiene, dress and general deportment. The occupational thrust is to make them capable of holding a job as a shampoo person and/or manicurist. The content for Beauty Culture 16 is fully developed with activities noted in detail supported by resources.

The outline for 26 is complete and the details are in the process of being written.

There is some integration with mathematics and accounting procedures.

b. Process

An excellent record of lesson plans is on file giving details on lectures, demonstrations and practical work. Lectures on content are given regularly along with demonstrations, video tapes and films. These resources have been carefully chosen and are a real asset.

Practical activities are the mainstay of the program. Two or three times during a semester students can invite their mothers for a hair-do or manicure. This occasion is used by the teacher to chat informally with the mothers. In addition, a special day each semester is planned as dress-up day when the students do their hair and dress up formally. Their mothers are invited for tea and it gives the students the opportunity to practice hosting.

c. Evaluation

Theory is formally tested through paper and pencil tests. Some students, who can not handle the written portion, may answer orally. A variety of tests are used, short answer, matching, listing and short essays.

Practical work is graded by the job each day.

d. Facilities

The facilities are well planned and have excellent equipment. It is attractive in appearance and very conveniently located for customer service.

e. Commendations

The program is fully and completely planned. Organization is excellent.

f. Recommendations

It is recommended that:

1. The program in Beauty Culture 09/16/26 be approved for continued use.
2. A route to provide time for the more advanced students to complete 1400 hours through a 32 course be considered.
3. Integrating elements of business education would be appropriate for the customer service component.

3. Building Construction

a. Content

The course content conforms quite closely with the original outline. (P. 18 of County proposal). The course objectives are written and explained to the students. Considerable emphasis is placed on safety. A daily work plan was not available outlining the activities for each class. Some time for program development is available but only minimal enhancement or fleshing out of the program has been done.

Nothing perceptible has been done about integrating academic and practical content. However, just recently some construction applications needing arithmetic were listed for use in the mathematics class.

b. Process

Teaching is done by lecture and demonstrations. The majority of the time is used for practical activity with on-the-spot instructions and demonstrations. Little use is made of films or books. Students are encouraged to work at capacity in as life-like a situation as possible. This allows for individual growth and advancement to more difficult procedures at the level of the student's capacity.

A student shop organization is used consisting of a foreman and safety supervisor. This allows students to exercise some responsibility. The same two students served for the entire semester limiting the opportunity of the others for this experience.

c. Evaluation

Students are given information on how they will be evaluated and how records are kept. Work habits are graded by a foreman (student) daily on a scale of 1 - 5. There was however, no criteria available to the evaluator on what values related to what behavior. It was a very subjective and questionable exercise. The major portion of the students mark was based on quality of work performed.

Written tests were infrequent and of the short answer type.

d. Facilities

The Building Construction 16 class was taught at one end of a three class shop. While this arrangement has some advantages such as multiple use of tools, common material storage and opportunity for increased supervision, there are also disadvantages. Students have a desire to "visit" other shop areas on various pretences, occasionally machines are tied up by another class and the noise level is high.

The equipment is adequate and in good repair. Safety power switches are handy to most parts of the shop. A lab technician attends to tool sharpening and maintenance.

e. Commendations

1. Continuous supervision was exercised during class period.
2. The emphasis on safety procedures is a noteworthy focus.

f. Recommendations

Two areas that need attention in the Building Construction course are the lack of structure and integration.

It is recommended that:

1. More work be done in identifying the specific skills and operations a student needs along with a plan to systematically teach them.
2. The integration of related academic knowledge or functions such as those in arithmetic and science be attempted through joint planning and team work on the part of the teachers involved.
3. The Building Construction 16 course be approved for continued use subject to the content being more specifically stated as in 1. above.

Building Construction 26

a. Content

The content used in this course is based on the Building Construction 12/22 curriculum. This content parallels topics outlined in the GOALS curriculum. Some modifications were introduced to accommodate the capabilities of the students enrolled. The content is practical and appropriate revolving primarily around the construction of small buildings and concrete work. Both hand and power equipment is used.

The safe use of tools and equipment is taught at the preliminary stages. However, after the initial instruction, safety education appears to be incidental. A deliberate, planned ongoing safety program is not in effect. To date little coordination between building construction and other subjects has been accomplished. Some steps have been taken to integrate mathematics starting next fall.

b. Process

Teaching is done mostly by demonstration, some lecturing and the use of some video tapes on various shop processes. The teaching methodology is appropriate for the subject and type of student.

Allowances are made for individual students to match difficulty of task with capability. Students may advance as fast as they are able. The students aren't organized to take responsibility for clean-up or safety. Each one is expected to clean up his own station. Work study is part of the program and is going extremely well.

c. Evaluation

There is an evaluation scale with major emphasis on the quality of project work completed. Attitudes and work habits are graded daily. While paper and pencil tests are used they are of the short answer type and account for a small portion of the total mark. Students are told what they will be tested on.

d. Facilities

The Building Construction facilities are large and accommodate three classes at one time. Equipment is adequate and in most cases operational. Safety switches are distributed at various locations around the shop and are easily accessible.

e. Commendations

The program covers the full extent of the basic framing procedures. The work was of good quality for the level of student.

f. Recommendations

It is recommended that:

1. Building Construction 26 be approved for continued use subject to the following enhancements:
   a. That objectives and student tasks be identified and listed in a standard format. Aspects of integration with academic course content needs to be built into the curriculum.
   b. That a yearly work plan be documented. There should be a plan with the teacher's objectives for the course and a general outline of the tasks and when they are scheduled for completion.

2. The organization of the three station shop be reviewed using the experience gained in the past year to achieve:
   - a reduction in noise level
   - better student control (migration)
   - a more efficient matching of equipment to course content. The two building construction areas should be side by side.
3. A safety instruction and supervision program be prepared and made operational as part of the ongoing activities.

4. Building Subtrades 16/26

a. Content

The content is based on the topics identified in the subtrades curriculum with the following exceptions:

1. Plastering not taught.
2. Outside stuccoing has not yet been taught but has been planned.
3. Painting and decorating has been expanded to include the application of paper, burlap, stipple and panelling.

The content is taught around projects, eg. a dog house was built which included, framing, insulating, drywalling, roofing (shingles) and flooring. Some content is a duplication of the Building Construction courses. While this is not a problem if the students remain in their desired areas, it becomes repetitious if students take both courses. This does happen.

Several content areas that could be considered for inclusion are insulating and concrete block work.

The content is written in a general format but needs to be reworked into a much more detailed guide.

b. Process

The teaching process has varied from extensive lecturing in the first semester to very little in the second. In the second semester the emphasis was on practical activities. As the teacher is in his first year and inexperienced with A-O students, he is searching for an approach that will work.

The Special Education Coordinator has helped him considerably in getting organized. Written plans were sparse. Daily activities for the most part were based on where the class left off the day before. A rather non-directed approach appeared to be the mode.

c. Evaluation

Evaluation has moved from paper and pencil tests with which many students had difficulty because of their inability to read to oral tests, evaluating the product, work habits and attitude. The final test will be written but only account for 20% of the years mark.

Safety tests are written based on handouts for each machine. If students can't understand the questions they are given verbally by the teacher.

Students maintain a notebook which is weighted at 10% of their final mark.

d. Facilities

The three teacher shop was originally planned with the subtrades at one end. This was changed in mid-course to place the subtrades in the centre. As a result, some of the built-ins such as spray booth and mud sink are now in the Building Construction area and not readily accessible. Generally the facility is spacious and well-equipped.

e. Commendations

1. The program has been modified to accommodate the skills of the teacher and the capabilities of the students.

f. Recommendations

It is recommended that:

1. The Building Subtrades program be approved for continued use subject to the following:
   a. the content for the curriculum guide be developed in more detail
   b. the structure of the guide be in a standardized format.

5. Food Preparation 16/26

a. Content

All the topics of the Food Preparation program as originally outlined are being taught with the exception of waiter and waitress training. In practice, students get some experience on this topic through catering to a number of banquets each year.

Emphasis is placed on safety and cleanliness throughout the year. Initial lessons are directed to these topics and then practiced daily. Resource materials are excellent. The course material published by the Mid American Vocational Consortium has detailed course content which needs minor Canadianization and is being used to supplement the curriculum.

b. Process

Students receive regular theory through lectures every other day. These include films and demonstrations where appropriate. Students spend most of their time in the kitchen carrying out the tasks assigned to each individual by the teacher on a daily basis. Excellent daily plans are prepared. The work of each student is evaluated daily.

c. Evaluation

Students are evaluated on their individual work plan which includes categories for:

- punctuality/appearance
- work habits
- attitude/leadership
- class cooperation
- product quality

The daily mark is converted to a weekly grade.

f. Facilities

The facility is very good, well equipped but small. Some rearrangement and addition of equipment such as a gas stove with a grill would be an advantage to the program.

e. Commendations

The program is operating very effectively. It is well organized and the teacher and aide work together as a team.

f. Recommendations

It is recommended that:

1. The Food Preparation program be approved for continued use.
2. Students should have the opportunity to take Food Preparation 32 upon completion of 26.
3. The kitchen facilities are on the small side and the serving area is too large. It would be a major improvement if this condition were rectified and should be considered for the future.

6. Business Education

General Business 09

a. Content

Typing, Mathematics and English are integrated in this introductory course in General Business. It has been developed by the business education teaching team and appears to be well thought out and appropriately structured.

b. Process

Students were typing on assigned exercises which varied according to the individual's progress. Exercises in Mathematics were assigned concurrently. The teacher circulated about the room to give individual assistance and direction.

c. Evaluation

Evaluation was done on a daily basis. The students were required to maintain records of their progress both as to speed and accuracy in typing. Tests and exams were given at appropriate intervals. There were also subjective evaluations of student participation and work habits.

d. Commendations

A good learning-teaching atmosphere is maintained and the team work of the staff in curriculum planning is resulting in obvious dividends to the students and teachers.

e. Reommendations

It is recommended that there be a continuation of the good cooperation and effort in program development.

General Business 16

a. Content

The content for General Business 16 has been developed by the business education department over the past two years. It is well adapted to the needs of the A-O students. Mathematics and English are an integral part of the program, as are typing, filing and business procedures.

b. Process

Students were working individually at typing exercises to try to improve both speed and accuracy. Near the end of the class period, timed tests were administered.

c. Evaluation

Evaluation was based on the above mentioned speed tests, quizzes, general effort and demonstrated attitude and behavior.

d. Facilities

The facilities were very good, clean and neat. The equipment was functional, readily available and in good repair.

e. Commendations

A good business-like atmosphere prevailed in the class. Students were attentive and occupied at assignments. They did not hesitate to ask for help if they felt a need for it.

f. Recommendations

It is recommended that the excellent cooperative planning and monitoring of the program be continued.

General Business 26

a. Content

The content has been developed by the Business Education Department over the past two years. Consideration has been given to A-O students and their needs. Mathematics and English are integrated so as to make this a very comprehensive course. Typing, filing, computer work as well as emphasis on business procedure, personal grooming and deportment are components of the program.

b. Process

The teacher was working through a simulated personnel interview with each of the students while the class was working on individual assignments at typewriters or computers. Results of the success of the interviews were discussed with the entire class

c. Evaluation

Assignments, tests and participations are considered in student evaluation. Success at work study which is now being introduced will also be a factor in evaluation.

d. Facility

The facility is very pleasant, clean and bright. The room is tastefully decorated with the use of displays. The equipment is modern and practical.

e. Commendations

There is a good learning atmosphere. Students are at ease and developing self confidence and poise as well as skill and knowledge in the fundamentals of a general business program.

f. Recommendations

It is recommended that General Business 09/16/26 be approved for continued use.

7. Graphic Arts 16

a. Content

The original content of the County proposal for Graphic Arts 16 consists of only four topics. The program has now been extensively developed on the basis of the teacher's experience and provincial curriculum guides. The content is grouped around two major areas, photography and offset printing. Several optional units one of which is silk screening, were introduced for enrichment. The program has been written complete with objectives for the course and those specific to student tasks. In fact the material is written in manual or workbook form at a level for students to use directly. Additional work is required to complete the task but the project is well along.

The academic integration has not been incorporated as yet.

b. Process

Teaching is done mostly by demonstration and tutoring individual practical activities. Students are developing responsibility to work on their own as is required in the dark room. The individual approach appeals to the students in that all of them worked at their stations for the duration of the period with time out only to ask for help.

Students who complete their assigned tasks early could work on special projects of their own choosing.

c. Evaluation

Evaluation is based on tasks accomplished 50%, work habits 30% and written tests 20%. The work habits assessment is subjective.

d. Facilities

The lab is well maintained and the equipment is in good working order. The space is ample to accommodate the class.

e. Commendations

1. The student manual being developed will be very useful to the teacher who continues with the program next year. It is good quality work.
2. The working relationship with students is natural and friendly.

f. Recommendations

The program, while greatly enhanced from the original outline, is sound and effective in meeting the needs and interests of the students.

It is recommended that:

1. The program be approved for continued use.
2. The hallway joining the graphic arts lab with the materials lab be completely closed off. It is partially closed now.

8. Health Services 16/26

a. Content

The content originally outlined prior to the hiring of a teacher was approximately half home management. With a Health Services Teacher on staff and as the school year progressed it became evident that the home management content had little motivational value for students while the health services activities were very popular. Consequently the program was rewritten to make health services the major component with home management activities such as laundry, cleaning etc. taught as needed for the maintenance of the facility. The rewritten program has been taught this year and is very effective as modified.

Documentation of the program, rationale, objectives - both for the course and students is complete. There is a daily written lesson plan based on a yearly plan.

Some integration is occuring with mathematics and science concepts.

b. Process

There is some lecturing each day with a review of the major concepts learned the previous lesson. New material is demonstrated where applicable followed by practical activities. Role-playing is also effectively used.

Varied learning resources are used; books, films, charts, overhead transparencies and models.

Students are given responsibilities for planning procedures for activities and following through with either written work or the performance of a planned task.

c. Evaluation

The criteria in general use in the school for the A-O program are followed. Major emphasis and grades are placed on the demonstrated capabilities of the students to do assigned tasks. Students are informed on how their grades are determined and on what content they will be formally tested.

d. Facilities

The lab is spacious and very adequate. The room is effectively organized to accommodate the various components, food services, health services and home management.

e. Commendations

1. The dedication and hard work of the teacher has turned a course that might have floundered into an effective and relevant offering.
2. The rapport between the teacher and students is excellent.

f. Recommendations

The original course of Health Services/Home Management has been completely rewritten.

It is recommended that:

1. The Health Services program as it is now constituted be approved.
2. That the course be called Health Services.

9. Horticulture

a. Content

There is considerable deviation from the originally outlined County program content.* The content has become very similar to that taught in W.P. Wagner which is based on the provincial course. This is good content, and very natural for a teacher just starting in the subject, to utilize. The major deviation from the County outline is in the use of power equipment for grounds maintenance. It was felt the students were not mature enough to work safely with the machines.

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*A Proposal for Special Education Program Development pp. 42 - 45.

However, the program that is being developed is proving to be functional and effective in achieving the broad objectives set out in the County proposal. Much more time and work is needed to develop the details but the direction now set is appropriate.

A good start has been made to articulate and sequence the Horticulture courses from 9 through 26.

Lesson plans are written and are based on the objectives documented in the yearly plan.

b. Process

The teaching process as viewed consisted of a lecture, discussion and illustrations followed by activity. Students spent part of the time on individual assignments at their work stations.

Varied learning resources are available, books, films, charts and these are being added to.

The lab technician is a very definite asset to the program.

c. Evaluation

Testing and evaluation follows the school pattern. Students are told what is expected of them and how they will be marked. A major portion of the years' grade is based on performance on practical tasks. Assignments are marked along with short answer tests and practical tests.

d. Facilities

The lab is a two-storey structure with the green house section on the second floor. This is unique but is working well. The accommodation is excellent. Storage space has been provided for soil ingredients and gardening supplies.

Equipment is adequate and can be built up as the program grows.

e. Commendations

1. The program had a shaky start but has reached a point of development now that success is expected. The dedicated work of the new teacher and the time and effort invested by the administrative staff have resulted in a good program.
2. The teacher is to be commended on the extension and short courses he has taken in the past year to improve his competence to teach the program.

f. Recommendation

It is recommended that the content of the program as it is now being developed be approved.

10. Practical Arts 16

a. Content

The major portion of the program is directed to making products from clay. In addition there is some poster making and drawing.

The curriculum content is worked out in detail. There is a full complement of daily lesson plans.

Content deviates from the original submission in that weaving has not been taught. While one loom has been purchased the floor space required isn't available so it is not feasible to introduce the craft. Where the course content was modified it was done to more accurately conform to the needs of the students. To date, little has been done to integrate academic and vocational concepts.

b. Process

There was a high level of activity in the program. Little was expected of the students in respect to written work. A minimum of lecturing was used. Rather there was much individual help and project-oriented instruction.

The process was working as evidenced by the quality of work and the interest shown by the students.

c. Evaluation

An evaluation procedure was in place with marks given for school defined categories. Emphasis was placed on project work. A practical exam will be given at the end of the year.

d. Facilities

The lab has adequate space for the current program and is well equipped. Storage space is at a premium. There is an excellent kiln and numerous potter's wheels. The lab is clean and comfortable.

e. Commendations

1. The students have greatly improved in their relationships to each other and in general deportment.
2. The program has been adjusted to meet the needs of the students at their interest level.
3. The lab is very well maintained.

f. Recommendations

The program as currently outlined and taught is interesting and appropriate for the student level.

It is recommended that:

1. The Practical Arts program be approved and continued under the title "Practical Crafts."
2. The integration with other programs be enhanced.

11. Sewing

a. Content

The Sewing 16 course covers the material as outlined in the original proposal. The content has been reworked into a daily plan complete with support materials such as handouts, transparencies and references. A yearly plan with objectives for each topic and target dates is in place. As students can advance to Clothing and Textiles 10 from the 16 course, the content is organized so that these students will not be at a disadvantage.

b. Process

The approach to teaching the GOALS students is modified from that used with the regular group. For these students more concrete examples are used, more time is spent on demonstration, more on review and on mini quizzes. Greater care is taken to relate the theory to application. Empahsis is placed on demonstration,both group and individual, and on student activities. A part time aide is a great help at certain periods in the program.

c. Evaluation

Students must measure themselves against exceptable standards. Projects are marked on criteria explained beforehand. Project marks make up 25%.

Work habits (observed by teachers 2 or 3 per day	10%
Samples	10%
Mini Projects	30%
Quizzes	15%
Final test	10%

d. Facilities

The room is spacious and well equipped. The height of the tables is fine for cutting but inconvenient for use as desks.

e. Commendations

1. The program is well organized and gaining in popularity.

f. Recommendations

It is recommended that:

1. The Sewing program be approved for continued use.
2. The number of A-O students per class be no more than 15 unless an aide is present.

B. THE ACADEMIC COURSES

1. English

English 9

a. Content

Content of the course is based on selected portions of the grade 9 outline of the "Basic Core Program" for English (County of Strathcona). Oral expression and reading receive considerable emphasis.

b. Process

Oral reading of a short novel, in paperback, was in progress throughout the forty minute period for each of the two classes observed. Students were assisted with words which were difficult for them. The material being used was appropriate. More class discussion could have made the lesson more meaningful.

c. Evaluation

Unit tests, assignments, final tests and student participation were utilized for evaluative purposes.

f. Facilities

The classroom was bright and well lit. The desks were arranged in groups to create a more informal setting. The walls were attractively decorated. Three carrels were in the classroom but not used during the visit.

e. Commendation

Materials being used were appropriate and appear to be of interest to the students.

f. Recommendations

There should be more variety in teaching techniques over the duration of the period. Increased student participation in oral discussions should be encouraged.

English 13

a. Content

The content is well thought out and planned specifically for A-O students in the first "high school" year of their education. Integration with business and consumer education is an integral part of the course.

b. Process

Student interviews (one student with another) which were intended to improve oral expression and spontaneous response were in use during part of the eighty-minute period. A writing exercise was also used.

c. Evaluation

Evaluation was based on mastery of content (40-50%) development of skills (20-30% and participation and attitude (20-40%). These values were varied accommodating the ability of the individual. Students were made aware of the distribution of their marks.

d. Facilities

The course was taught in a bright well-lit classroom. The desks were arranged in the conventional manner. The room was clean and pervaded by a cheerful atmosphere.

e. Commendations

Structure, purpose and direction were very much in evidence. The students and teacher were aware of a goal and interested in achieving it.

f. Recommendation

The teacher is encouraged to continue the good work and attempt to influence other members of the English department to borrow and adopt the positive instructional approach in evidence here.

2. Mathematics

Mathematics 9

a. Content

The "Basic Core Program" for Mathematics 9 was used as well as portions of the Mathematics 15 course. The teacher has spent considerable time in organizing her program so as to make it both interesting and motivating for the students.

b. Process

Instruction in basic algebraic functions was given and students completed excercise written on the blackboard. Students appeared to learn and developed understanding quite readily.

c. Evaluation

Daily exercises, quizzes and tests were used for evaluation.

d. Facilities

The classroom was basic but bright and well lit.

e. Commendations

A functional program has been developed. Students attended to instruction and the assignments were undertaken willingly. The teacher is very successful in maintaining a good learning environment.

f. Recommendation

Greater involvement in curriculum development with other teachers of mathematics is recommended. Because of the experience in elementary instruction this teacher could make a valuable contribution to the development of the total mathematics program for the school.

Mathematics 13

a. Content

The regular Mathematics 15 course outline serves as a basis for this course. Complexity of problems is sometimes modified and greater stress is placed on basic arithmetic. Limited integration with vocational areas is in existence at present.

b. Process

Students were working on exercises and receiving individual attention. There was considerable restlessness and movement as well as chatter. The teacher appeared unwilling and/or unable to bring about a positive learning environment.

c. Evaluation

Daily exercises and tests were used in evaluating student progress.

d. Facilities

The classroom was bright and spacious but lacked displays or decorations. The teacher indicated that equipment and resources were adequate although existing materials could be improved.

e. Commendation

Some effort was being made to integrate the practical with the theoretical courses.

f. Recommendation

A serious effort at developing more appropriate class control appears necessary. The "Bev Facey Composite High School Guidelines for Teachers of Special Classes" has obviously not been internalized. This should be reviewed by the teacher and plans to implement the "guides" should be made.

3. Physical Education

Physical Education 9

a. Content

The regular grade 9 physical education program serves as a basis for selected acitivities. Emphasis is on both participation and skill development with the former being given major emphasis.

b. Process

Students receiving instruction were divided into groups and given opportunity to work on skill development. The majority participated willingly and appeared to enjoy the "volley ball fundamentals" which were being taught. Two grade 12 student helpers assisted in the instruction.

c. Evaluation

Participation and skill development were both evaluated, but more weighting was given to the former.

d. Facilities

The facilities are very good - both the indoor gyms and the outdoor playing fields are well planned and easily accessible. All essential equipment is available.

e. Commendation

Involving all students and getting the degree of participation that was in evidence is a very positive achievement, particularly in a mixed class.

f. Recommendation

That physical education periods be eighty minutes in duration and that boys and girls be given different programs at this level. The interest and ability in physical education for boys and girls of this age are quite different and a combined program cannot adequately meet their needs.

Physical Education 20

a. Content

The regular physical education 20 curriculum was used. Only very limited modifications have been found to be necessary at this level.

b. Process

Volley ball fundamentals were being developed. Students were given instruction and then divided into three groups to practice different skills on a rotating basis. The teacher moved from group to group to give instruction and to assess progress in skill development. The final 15 minutes were used to play the game on the basis of the fundamentals that were taught.

c. Evaluation

Evaluation of the students was based on skill development, participation and attitude.

d. Commendation

There was a positive, no nonsense learning atmosphere. Students were cooperative and actively involved.

e. Recommendation

Continue the good program that is developing. Separating boys and girls at this level too, is recommended.

4. Science

Science 11 (Classroom A)

a. Content

The content has been developed by County teachers, through a committee of which the Science Coordinator is chairman. He has thus had ample opportunity for input. The Science 11 biology concepts dealing with the human body and nutrition are particularly stressed since it is considered that these aspects of science will be of most personal benefit to the students. Communication with the Health Science teacher to avoid unnecessary overlap and yet to stress essential basics has taken place. Consideration for some integration with the Horticulture program has been made, but no development of work has been done. Since the teacher was involved with the program from its beginning and is still involved in monitoring and ammending it, the basic objectives of the original program are still in place and adequately achieved.

b. Process

Lecturing was minimally used with more time allowed for work, i.e. lab experiments and monitoring of individual student work was in evidence. Students followed through with a high degree of competence and attention to the assignment. Students prepared lab reports on observations. Those who finished early found related activity to use the time. Clean up of the lab was done responsibly by the students. This was a very efficient and effective learning situation.

c. Evaluation

Evaluation was based on class work, lab reports, quizzes and tests - students were informed of the value of each of the evaluative criteria.

d. Facilities

The classroom was organized with desks for formal lecture type instruction at the front of the room and tables and chairs for lab work at the back. Shelves and counters along the wall provided storage for some equipment and materials. A science storage room also was attached to the room. Displays on the tack board and pictures on the walls brightened the room. A need for a greater number of models and microscopes (binocular type) was indicated. The shortage was attributed to an under assessment of the need of these for A-O students.

e. Commendation

A great deal of thought and effort has gone into the development of the science program. The students appeared to enjoy the course and demonstrated responsibility and curiosity i.e. they have a desire to learn.

f. Recommendations

Continue the good work that is being done. Consider increasing the integration with horticulture to develop an interest in a broader application of the science concepts.

Sciene 11 (Classroom B)

a. Content

The content of this course is the same as that described for Science 11 but taught by another teacher.

b. Process

At the beginning of the period the students wrote a test. As students finished they picked up a science crossword puzzle to work on. When all were completed, the teacher marked the test with the students. Good classroom control resulted in a positive learning environment.

c. Evaluation

Evaluation was done through tests. Marking of daily work, lab manuals, general deportment and attendance.

d. Commendations

There was a good classroom atmosphere with students generally attending to duties at hand. Responses to the teacher were appropriate and respectful. Students appeared interested in the course.

e. Recommendations

Continue with the commendable work being done. Maintain the monitoring and adaptation aspects of the course and increase the integration with the horticulture and health services courses.

5. Social Sciences

Social Studies 10

a. Content

The content is made up of portions of the "Basic Core Curriculum" for Social Studies 10 developed by the County teachers. The teacher varies the amount and scope of the content with the ability of the class. From the class observed there appears to be a danger here that the intellectual capacity of the students was under-estimated, consequently they did not appear to be challenged by the materials. The teacher was and is involved in curriculum development.

b. Process

A program on current events presented by video tape was used. This was followed with a short quiz which was corrected in class. The answers were discussed in the process. Students were frequently inattentive and several groups visited while others tried to concentrate on the task. The teacher made limited efforts to maintain total class attention.

c. Evaluation

End of unit tests and final examinations were used. Results on quizzes were also taken into consideration.

d. Facilities

The classroom was arranged with desks at an angle on either side of the room leaving an aisle in the centre. This probably contributed to a more informal atmosphere. Bulletin boards were well used, containing displays that were current. Equipment and learning resources generally were very adequate. Some concern was expressed about the lack of reading materials with appropriate reading levels.

e. Commendations

An effort was being made to consider the individual student's abilities.

f. Recommendation

More emphasis is needed on structure both as to classroom behavior and material presented, and the manner in which the group should be handled. Having the teacher observe other teachers working with A-O students, as well as inservice in this area through the Special Education Coordinator could be useful. A reasssessment of techniques used in attaining the objectives rather than a change in program content appears to be necessary. The application of the material contained in the "Bev Facey Composite High School Guidelines for Teachers of Special Classes" would help overcome the weaknesses in the situation observed.

Sociology 20

a. Content

Selected portions of the regular Sociology 20 course are used. The prescribed text contains a number of topics which are considered to be too involved and complex while the general reading level too, is difficult for some students. Individual and group research in the library is used to supplement and replace textual material.

b. Process

The class was in the library doing research on selected topics. Assistance and suggestions were given by the teacher as the need was observed. A number of students also received help from the librarian who was available from time to time. There were three other classes in the library at the time.

Considerable time was wasted in chatter by a number of students who were not committed to the task at hand.

c. Evaluation

Evaluation of the students was based on assessments of written work, classroom participation and formal tests prepared by the teacher.

d. Commendations

Developing research skills and familiarizing students with library usage was a valuable by-product of the instructional method used.

e. Recommendations

Since many of the class members were not prepared for the responsibility given them, similar work with an appropriate selection of books, performed in the classroom, could be more easily monitored and thus have a greater educational impact. A higher expectation for performance by the students could result in greater application and learning.

C. GENERAL OBSERVATIONS AND CONCLUSIONS

The Academic Occupational courses, as they form part of the GOALS program, are achieving the general objectives as originally planned. Some of the programs have undergone major revisions and have been refined and developed in more detail. Modifications were generally justified on the basis of teacher observation and experience in dealing with a particular group of students. The major portion of the original curricula were written by one individual with input from a few selected specialists in the field. Most of the teachers charged with the application of these course prescriptions had not been part of the development process and had difficulty adapting to a laid on curriculum. Now after two years in operation, the program has come to the point where the courses have been revised and tested under actual conditions and found to be generally very satisfactory. As has been noted there are some that still require improvement, but with the majority of courses in good shape, those needing attention can have resources directed to them.

The academic courses in English, Science and Mathematics utilized the "Basic Core Program" outlines developed by the County of Strathcona staff, supervisors and teachers. These served as an excellent base with modifications being made on the basis of the Bev Facey teacher's perceptions of the A-O students' needs. In most cases, the modifications were made after consultation with the Special Education coordinator and the subject area coordinators in the school.

The social science courses have required considerable time and effort for development and modification based on classroom experience with A-O students. While the curriculum appears to be appropriate and directed to the interests of the students the delivery of the program did not appear to challenge their capabilities.

The physical education program is operating well. Commendable progress has been made and students are responding well, with most of them experiencing success and satisfaction from the course. Because this course is compulsory accommodation for a broad range of skills and ability is essential. Providing separate classes for boys and girls would narrow the range for each group and would provide greater opportunity to more adequately meet the needs of each individual.

Business Education is a very well planned and well taught subject area. The original course outline was considered to be too general. Detailed course outlines for each of the three year levels have been prepared and are in use. Integration of English and Mathematics in this field is considered essential. Classes observed indicated a very positive acceptance of the programs by the students. They knew what was expected of them and they appeared willing and interested in their work.

The vocational courses have all gone through revisions based on the outline originally provided by the County. Many of the original outlines were simply a listing of topics. These had to be reordered, revised and expanded to include specific objectives and learning tasks. The teachers have done a tremendous job in doing most of this while at the same time teaching the course.

A general weakness in most of the courses is the lack of integration between the academic and vocational content. The Special Education coordinator is working to bring this about but it is a difficult task. Perhaps setting up several teams of teachers representing both groupings and giving them a period or two a week to coordinate their programs a week at a time might be a practical way to start.

The staff and administration are to be commended for the hard work and dedicated effort that was required to bring the program to fruition.

SECTION III

RECOMMENDATIONS

A. ADMINISTRATION

The structure for administration is working well because a compatable team has been assembled. The following recommendations for even more efficient administration should be considered:

1. The coordination of the vocational area is now done by the three administrators cooperatively. It is recognized that this is a makeshift arrangement and it does not appear to be satisfactory.

   It is recommended that a Vocational Education coordinator be appointed.

2. The work for the Special Education coordinator is much more than the job description of a coordinator defines.

   The Special Education component in Bev Facey is one of the reasons for its existence and should be given strong support.

   It is recommended that the Special Education coordinator be redesignated as an assistant principal.

B. COUNSELLING SERVICES

The two counsellors are working very well as a team and their services are well received by the students. There are however, several points that need mention.

3. The location of the counselling suite and especially the display area needs reconsideration.

   It is recommended that the display area be freely accessible to students.

4. There is pressure to have the counsellors do personal problem counselling on an ongoing or regular basis with some students. This is causing concern both to the counsellors and the administration.

   Therefore, it is recommended that the roles and services of the counselling staff be priorized on the basis of student needs. Once these priorities are agreed upon that appropriate staff be assigned.

C. FACILITIES

In the main, facilities are well planned and functional. There are two areas the evaluators perceived as being disfunctional. The amount of renovation required may not be economically feasible in the immediate future but should be part of a long term plan.

5. It is recommended that the counselling suite be reorganized to (a) accommodate another counsellor if the decision is made to hire one, (b) to open the waiting and display area to the hallway and (c) increase the size of the individual counsellor's offices.

6. It is recommended that the Food Preparation kitchen area be enlarged by taking space from the serving area. The serving area is much larger than needed and complicates the problem of security.

7. It is recommended that the Building Construction shops revert to the functions planned originally and that the area be thoroughly cleaned up.

8. It is recommended that the hallway between the Graphic Arts and Materials lab be closed. There appears to be no need for it and closing the hall would reduce the noise and dust levels in the graphics lab.

9. It is recommended that the atmosphere of the school be brightened up by painting the hallways. Students made numerous references to the drabness of the halls.

D. COURSES

10. The A-O program as a whole was found to be meeting the objectives, selection criteria and course time requirements of Alberta Education guidelines.

    It is recommended that Alberta Education approval for the County of Strathcona No. 20 Academic Occupational program be requested on the conditions that the curriculum guides be:

    a. set up in a standard curriculum guide format to meet Alberta Education requirements. This includes all the topics listed under Step 2. Request for Approval found on page xvii of the 1983-84 Junior and Senior High School Handbook.
       The Curriculum Guide developed by Strathcona County Board of Education for Automotive Services is excellent, and could serve as the model.

    b. be published with the content developed in conformity with the recommendations made under each course review earlier in this report.

11. The A-O program does not fully meet the objective of integration set by the Strathcona County Board of Education (p.4). While plans are in process to develop some integration, it is moving on a splintered front.

    It is recommended that the administration move from a splintered front to a broken front and select several course areas per semester on which to concentrate their efforts. Several teams consisting of, for example, two academic subject teachers and two vocational subject teachers work together on a weekly basis jointly outlining daily activities for their respective instructional areas.

12. It is recommended that students pursuing the regular vocational program courses enrol in the 32, 33, 35 courses but not in Special Projects 20 and 30. Special Projects are intended as enrichment programs through individual research.

13. It is recommended that teachers regularly inform students prior to testing what content they will be tested on and set the criteria for accomplishment clearly and review them frequently.

14. A tremendous amount of work has been done in developing courses for the Bev Facey A-O program. It is good quality work and is providing a foundation to build on. Several programs such as Automotive Services have been outlined in adequate detail. To achieve this standard for all courses will require continued effort.

    It is recommended that in view of the need for continued curriculum development for at least another two years, that funds be provided for in the budget.

E. OTHER

15. Two recreation programs which A-O students in other schools enjoy are wrestling and weight lifting.

    It is recommended that these be considered for introduction as extra curricular activities especialy during the noon hour.

APPENDIX

	Page
1. Student Questionnaire	71
2. Student Questionnaire Responses By Grade	72
3. Attitudes Toward the World of Work Questionnaire	81
4. Sample of Evaluation Procedures - Social Studies	82
- English	82
- Food Preparation	83
5. Work Study Student Rating Sheet	84
6. Administration Interview Schedule	86
7. Counselling Services Interview Schedule	89
8. Program and Instruction Interview Schedule	92
9. Bev Facey Composite High School Guidelines for Teachers of Special Classes.	98
10. Student Test Data	105
11. Guidelines for Admission	
a. Bev Facey Composite High School	120
b. Alberta Education	123

STUDENT QUESTIONAIRE

To The Student:

These questions are being asked to help us understand how you feel about your school and the things you learn there. Please respond to the statement by putting a check mark in the blank of your choice.

1. I like most of the courses I am taking. Yes ___ Mostly ___ No ___
2. The courses are too easy. Yes ___ Some ___ No ___
   Which? _____
3. The courses are too hard for me. Yes ___ Some ___ No ___
   Which? _____
4. The teacher tells us what we will be tested on. Always ___ Sometimes ___ Never ___
5. I am taking most of the courses I wanted. All ___ Most ___ Some ___
6. I know how my final mark for the report card will be decided. Yes ___ Some of it ___ No ___
7. I have learned how to apply for a job. Yes ___ No ___
8. I can visit my counsellor whenever I want to. Yes ___ Sometimes ___ No ___
9. Right now I wish I had chosen some different courses. Yes ___ Some ___ No ___
   Which? _____
10. I am, or have in the past, worked on a committee such as student council, sports, drama, etc. Yes ___ No ___
11. I am, or have been on a school team. Yes ___ No ___
12. In my leisure time, I (check off those you do) read ___ watch t.v. ___ sports ___ other ___
13. Have you spent time in the learning centre? (I.D.E.A.) Yes ___ Some ___ No ___
14. What is it you like best about your school?

_____

_____

15. What is it you like least about your school?

_____

_____

GRADE 9 (37)

STUDENT QUESTIONAIRE

To The Student:

These questions are being asked to help us understand how you feel about your school and the things you learn there. Please respond to the statement by putting a check mark in the blank of your choice.

1. I like most of the courses I am taking. Yes 18 Mostly 14 No 3
2. The courses are too easy. Yes 3 Some 17 No 16
   Which? _____
3. The courses are too hard for me. Yes 4 Some 15 No 16
   Which? _____
4. The teacher tells us what we will be tested on. Always 12 Sometimes 23 Never 1
5. I am taking most of the courses I wanted. All 17 Most 18 Some ___
6. I know how my final mark for the report card will be decided. Yes 12 Some of it 17 No 7
7. I have learned how to apply for a job. Yes 21 No 13
8. I can visit my counsellor whenever I want to. Yes 18 Sometimes 13 No 6
9. Right now I wish I had chosen some different courses. Yes 10 Some 6 No 19
   Which? _____
10. I am, or have in the past, worked on a committee such as student council, sports, drama, etc. Yes 13 No 24
11. I am, or have been on a school team. Yes 15 No 20
12. In my leisure time, I (check off those you do) read 10 watch t.v. 24
    sports 20 other 27
13. Have you spent time in the learning centre? (I.D.E.A.) Yes 6 Some 5 No 24
14. What is it you like best about your school?

    _____

    _____

15. What is it you like least about your school?

    _____

    _____

Grade 9 Responses to:

14. What is it you like best about your school?

No. of responses

7 - Vocational shops
7 - People, my friends
6 - Teachers
5 - Phys. Ed. classes
3 - Courses
2 - Beauty culture
- Options
- Good program
- Small classes
- Sports at noon
- Can smoke behind school

15. What is it you like least about your school?

No. of responses

9 - Some teachers
3 - No inside smoking pit
3 - Stupid rules
2 - Some classes
- Too many people
- The way students pick on people
- All the teachers
- Social Studies
- Not strict enough
- Not enough time between classes
- Not enough work for the time you get.

GRADE 10 (38)

STUDENT QUESTIONAIRE

To The Student:

These questions are being asked to help us understand how you feel about your school and the things you learn there. Please respond to the statement by putting a check mark in the blank of your choice.

1. I like most of the courses I am taking. Yes 26 Mostly 11 No ___
2. The courses are too easy. Yes 2 Some 17 No 18
   Which? _____
3. The courses are too hard for me. Yes 3 Some 12 No 23
   Which? _____
4. The teacher tells us what we will be tested on. Always 20 Sometimes 18 Never ___
5. I am taking most of the courses I wanted. All 23 Most 12 Some 3
6. I know how my final mark for the report card will be decided. Yes 13 Some of it 17 No 8
7. I have learned how to apply for a job. Yes 29 No 8
8. I can visit my counsellor whenever I want to. Yes 21 Sometimes 13 No 3
9. Right now I wish I had chosen some different courses. Yes 9 Some 4 No 25
   Which? _____
10. I am, or have in the past, worked on a committee such as student council, sports, drama, etc. Yes 11 No 27
11. I am, or have been on a school team. Yes 12 No 24
12. In my leisure time, I (check off those you do) read 10 watch t.v. 26
    sports 19 other 14
13. Have you spent time in the learning centre? (I.D.E.A.) Yes 4 Some 3 No 31
14. What is it you like best about your school?

_____

_____

15. What is it you like least about your school?

_____

_____

Grade 10 student responses to:

2. The courses are too easy:

Which? Social Studies
English
Building Construction
Science
Art
Auto Services
Typewriting

3. The courses are too hard:

Which? English
Mathematics
Social Studies
Health Services
Food Preparation

Grade 10 responses to:

14. What is it you like best about your school?

No. of responses

4 - Auto Services
3 - Most teachers are really great
2 - Sub-trades
2 - Vocational courses have just about everything
2 - Most teachers are friendly
- Building Construction
- Gym
- The facilities and courses
- Auto Body
- Friends and kids in school are nice
- Cafeteria
- You can take the courses you want
- Teachers explain until you understand
- School insists that homework is done
- Some teachers
- Radio station
- Very good courses and equipment
- The shops
- Sports teams
- A good place to go if you are not the smartest person
- Chance to see what it is like in the working world (Work Experience)
- Wide selection of courses
- Courses are easier
- Good options
- The way the GOALS Program works
- The students

Grade 10 responses - continued

15. What is it you like least about your school?

No. of responses

4 - only 45 minutes for lunch
3 - Not many alternative activities at lunch if you are not a "jock"
3 - Not enough light or windows
2 - Building Construction
2 - They still treat us as if we were in elementary school
2 - There isn't any color, the grey inside
2 - Not enough break between classes
2 - The strict administration and teachers
2 - Some teachers drive you insane
- Being sent to the office for the stupidest thing
- Too many rules
- When they phone home why I am not in school
- It looks sort of like a jail on the inside because of the unpainted walls
- The library tracks you down to make sure you are not stealing books, or cassettes or records
- Prices in school cafeteria
- I hate how they do attendance
- Not very strict
- Some kids bother others who are in the GOALS Program by saying they are not smart or something like that
- School work has no challenge
- Smoking rule
- There is no fun in this place.

GRADE 11 (30)

STUDENT QUESTIONAIRE

To The Student:

These questions are being asked to help us understand how you feel about your school and the things you learn there. Please respond to the statement by putting a check mark in the blank of your choice.

1. I like most of the courses I am taking. Yes 10 Mostly 19 No 1
2. The courses are too easy. Which? _____ Yes 1 Some 13 No 16
3. The courses are too hard for me. Which? _____ Yes 3 Some 14 No 13
4. The teacher tells us what we will be tested on. Always 6 Sometimes 23 Never ___
5. I am taking most of the courses I wanted. All 12 Most 17 Some 1
6. I know how my final mark for the report card will be decided. Yes 6 Some of it 19 No 5
7. I have learned how to apply for a job. Yes 29 No ___
8. I can visit my counsellor whenever I want to. Yes 15 Sometimes 11 No 4
9. Right now I wish I had chosen some different courses. Which? _____ Yes 6 Some 9 No 13
10. I am, or have in the past, worked on a committee such as student council, sports, drama, etc. Yes 6 No 23
11. I am, or have been on a school team. Yes 10 No 20
12. In my leisure time, I (check off those you do) read 8 watch t.v. 23 sports 19 other 22
13. Have you spent time in the learning centre? (I.D.E.A.) Yes 5 Some 6 No 19
14. What is it you like best about your school?

_____

_____

15. What is it you like least about your school?

_____

_____

Grade 11 responses to:

2. The courses are too easy.

Which? - Mathematics
- Recordkeeping
- Psychology
- Sewing
- Marketing
- English
- Auto Services
- Typing

3. The courses are too hard for me.

Which? - General Business
- Beauty Culture
- Mathematics
- Typing
- Reading

Grade 11 student responses to:

14. What is it you like best about your school?

No. of responses

6 - Variety of courses
3 - Teachers
2 - People
2 - Nothing
- Learning and socializing
- Get me education with the help I need
- Business courses
- Going home
- Have learned how to get a job
- Automotives
- Good shops
- The smoking hole
- My spare
- Vocational courses
- Programs

15. What is it you like least about your school?

No of responses

7 - Looks like a jail
2 - The way attendance is handled
- They treat us like elementary students
- most courses are hard to understand
- Nothing to do at lunch
- Some classes
- Too far from everything
- When classes start
- Some teachers
- Math
- Can't get out of certain class
- Too small
- Drab hallways
- Drugs, alcohol and people who think they are really smart
- The food is the pits
- What to do during spares

Alberta
EDUCATION

ATTITUDES TOWARD THE WORLD OF WORK

ALBERTA EDUCATION 379

DEPT USE

School Name

Program you are in or intend to take

Grade Sex

What kind of job most interests you as a career?

USE HB PENCIL ONLY
MARK ONLY WHERE INDICATED

Do you have a regular part time job? Yes No

Did you have a full time job last summer? Yes No

Following are 75 statements of attitudes toward work (both sides of page). Indicate how much you agree with each one by darkening the corresponding response.

SD = STRONGLY DISAGREE; D = DISAGREE; U = UNDECIDED; A = AGREE; SA = STRONGLY AGREE

1	I would like a job where you can do your own thing.	SD	D	U	A	SA
2	I would like a job where I could deal with other people.	SD	D	U	A	SA
3	I would like a job that I can work at for several years.	SD	D	U	A	SA
4	I would like a job with high pay.	SD	D	U	A	SA
5	I would like a job that is still mine when other people are being laid off.	SD	D	U	A	SA
6	Employers are always trying to push their employees to work harder.	SD	D	U	A	SA
7	To be unemployed is shameful.	SD	D	U	A	SA
8	In getting a job, it is more important to know somebody, than to know something.	SD	D	U	A	SA
9	There are jobs available for those who want them.	SD	D	U	A	SA
10	The first job that I get will likely be interesting.	SD	D	U	A	SA
11	Most employers think that profits are more important than staff benefits.	SD	D	U	A	SA
12	Most employers are flexible about the way in which their employees dress, provided that the employees get the job done.	SD	D	U	A	SA
13	Earning a living should be fun.	SD	D	U	A	SA
14	A person's major responsibility is to support his or her family.	SD	D	U	A	SA
15	I would like a job where the harder you work, the higher your salary becomes.	SD	D	U	A	SA
16	I would like a job which is a challenge to my abilities.	SD	D	U	A	SA
17	I would like a job where the boss lets you decide how something should be done.	SD	D	U	A	SA
18	My speaking skills are good enough for me to be successful in the job that I choose.	SD	D	U	A	SA
19	I think that I will be able to meet the requirements of the job that I choose.	SD	D	U	A	SA
20	A person should feel a little ashamed for doing a sloppy job.	SD	D	U	A	SA
21	The more work experience you have, the higher your salary should be.	SD	D	U	A	SA
22	One of the most important things about a job is to know that you are doing the best you ca	SD	D	U	A	SA
23	One of the most important things about a job is to be able to keep it as long as you want	SD	D	U	A	SA
24	Few things in life are more important than a big salary.	SD	D	U	A	SA
25	There is very little that is taught in high school that will be of use on a job.	SD	D	U	A	SA
26	Most employers don't really want to get to know their employees very well.	SD	D	U	A	SA
27	I would rather have a job with low pay that I liked, than a job with better pay that I did	SD	D	U	A	SA

28. Op[illegible] important [illegible] job.	SD	D	U	A	SA
29. To be a [illegible] salary	SD	D	U	A	SA
30. Sometimes [illegible] order to get ahead in a job.	SD	D	U	A	SA
31. Sometimes you have to choose between [illegible] thing ahead on the job.	SD	D	U	A	SA
32. Schools are pretty good at teaching you about how to [illegible]	SD	D	U	A	SA
33. Nowadays there is not enough work to go around for everyone, so I'll not worry too much about getting a job.	SD	D	U	A	SA
34. I would like to find a job where you have to keep your mind active.	SD	D	U	A	SA
35. I would like a job that allows you to daydream while you work.	SD	D	U	A	SA
36. I would like a job that is interesting.	SD	D	U	A	SA
37. I would like a job where you work in a group with others.	SD	D	U	A	SA
38. I am looking forward to supporting myself by getting a job.	SD	D	U	A	SA
39. I see that a first job is really a stepping stone for a career.	SD	D	U	A	SA
40. If my job got boring, I would quit.	SD	D	U	A	SA
41. I would like a job where you can be your own boss.	SD	D	U	A	SA
42. I would like a job that allows you to make lots of overtime pay	SD	D	U	A	SA
43. Employers are prepared to pay good wages in order to keep qualified staff happy.	SD	D	U	A	SA
44. Employers seem concerned only with getting as much out of their employees for as little as possible.	SD	D	U	A	SA
45. I would like a job where it is difficult to be fired.	SD	D	U	A	SA
46. I would like a job that has some excitement associated with it.	SD	D	U	A	SA
47. Most employers are prepared to give a fair wage for an honest day's work.	SD	D	U	A	SA
48. Most employers are prepared to reward good effort.	SD	D	U	A	SA
49. To have a job is the duty of every Canadian.	SD	D	U	A	SA
50. Getting a good job is usually a matter of luck – being in the right place at the right time.	SD	D	U	A	SA
51. I would move away from my home town in order to get the job that suited me.	SD	D	U	A	SA
52. I would like to work as part of a team.	SD	D	U	A	SA
53. All people should work.	SD	D	U	A	SA
54. When I finish my education, I'll be able to get the kind of job that I want.	SD	D	U	A	SA
55. Wasting time on a job wouldn't bother me very much.	SD	D	U	A	SA
56. Most jobs are pretty interesting.	SD	D	U	A	SA
57. It's better to hold on to a boring job than to risk changing to a new one.	SD	D	U	A	SA
58. Most employers don't want employees who have minds of their own.	SD	D	U	A	SA
59. One of the most important things about a job is to have the respect of the other people who work at the same place.	SD	D	U	A	SA
60. More than ever before, there is a greater variety of job opportunities.	SD	D	U	A	SA
61. To be successful, it is important to know someone in the right place.	SD	D	U	A	SA
62. Most employers are prepared to give their employees credit for their original ideas.	SD	D	U	A	SA
63. Most jobs are competitive, so you have to do a better job than the next person.	SD	D	U	A	SA
64. It is unlikely that you can get a decent job if you don't join a union or association.	SD	D	U	A	SA
65. Earning a living is the most important thing in adult life.	SD	D	U	A	SA
66. After you have worked for several months, you have every right to quit your job and go on unemployment insurance.	SD	D	U	A	SA
67. I think that I know what the requirements of most jobs are.	SD	D	U	A	SA
68. It's usually possible to get the training needed for a job.	SD	D	U	A	SA
69. A person should try to do a good job whether or not the boss is around.	SD	D	U	A	SA
70. I am prepared to work hard for good wages.	SD	D	U	A	SA
71. When I am ready to go to work, I'll probably have to take what is available rather than what I really want.	SD	D	U	A	SA
72. I feel confident that I will be able to handle the next step in my training.	SD	D	U	A	SA
73. One of the most important things in a job is to have friendly co-workers.	SD	D	U	A	SA
74. I would like to be free to move from one company to another as my interests change.	SD	D	U	A	SA
75. Frankly, when I get a job I don't really want to work very hard.	SD	D	U	A	SA

EVALUATION PROCEDURES - SOCIAL STUDIES AND ENGLISH GOALS

AREAS OF EVALUATION	PERCENTAGE OF FINAL MARK
1. Mastery of Content - test results - assignments - notebooks - final exam	40% to 50%
2. Development of Skills - communication skills - spatial skills - handling of equipment and materials	20% to 30%
3. Participation and Attitude - attendance - social functioning - work approach - preparedness for class - attitude towards work - respect for others	20% to 40%

Exact percentage for evaluation purposes are left to the teacher to specify for individual students.

Mastery of content will be emphasized to a greater extent at the 100 level than the 90 level.

FOOD PREP. 16

Course Content and Evaluation

Course Content

1. Safety and sanitation
2. Use and care of equipment
3. Pot and dishwashing
4. Measurement - American and metric
5. Preparation for baking
6. Methods of cooking
7. Preparing lunches - sandwiches
8. Desserts and layer cakes
9. Salads and fruit
10. Quick breads and pies

Evaluation

Quizzes and exams	20%
Attitude, punctuality, attendance and classroom effort in theory	10%
Final exam	20%
Shop mark	50%
The shop mark is calculated once weekly in the following manner:	
Punctuality and appearance	15%
Work habits	20%
Attitude and leardership	20%
Class cooperation	15%
Product quality	30%

BEV FACEY COMPOSITE HIGH SCHOOL
WORK STUDY EVALUATION

(Student Rating Sheet)

Name of Student _____ Date of Rating _____

Work Station _____ Address _____ Phone _____

Brief Description of Student's Duties

1. _____

2. _____

3. _____

Characteristic			(Circle One)
1. Attendance and Punctuality Comments:		satisfactory	unsatisfactory
2. Cooperation Comments	exceptional	satisfactory	unsatisfactory
3. Initiative (keeps busy, self-starter)	exceptional	satisfactory	unsatisfactory
4. Ability to follow instructions Comments:	exceptional	satisfactory	unsatisfactory
5. Job Performance (realiability) Comments:	exceptional	satisfactory	unsatisfactory
6. Courtesy (polite and respectful) Comments:	exceptional	satisfactory	unsatisfactory

Student's main strength during the observation period.
Comments:

Areas where improvements would be the most beneficial to the student.
Comments:

SUMMARY

After this brief observation of the student, I would recommend:

a) _____ the student change his/her pursuit of employment in this field of work.

b) _____ the student take a more serious attitude about the work if he/she is interested in any kind of employment in this field.

c) _____ the student should continue with training in this field of work because his/her potential is very apparent.

d) _____ the student is a reliable and competent worker and is ready for either part-time or full-time employment.

_____

Work Station Supervisor

ADMINISTRATION INTERVIEW SCHEDULE

1. Organization for Administration

   a. Management Structure

Principal - _____

Functions re: A.O.: _____

_____

_____

Vice Principal - _____

Functions re: A.O.: _____

_____

_____

Counsellors - No. _____ Names _____

_____

Function re: A.O.: _____

_____

_____

Coordinators - W.E.(Study)No.___ Names _____

_____

Function re: A.O.: _____

_____

_____

Department Heads - No. _____ Names _____

_____

Function re: A.O.: _____

_____

_____

Office Staff - No. _____ Names _____

_____

Function re: A.O.: _____

_____

_____

b. The Philosophy of the School

- is it in writing? _____
- what is it? _____

_____

_____

- who developed the school's philosophy? Were parents involved? _____

_____

_____

_____

c. How is the time for administration of A.O. program allotted? _____

_____

_____

d. What custodial services are available? _____

_____

_____

How adequate are they? _____

_____

e. What provisions are made financially to operate the shop course? _____

_____

_____

Materials for projects? _____

Expendable supplies? _____

Is there an allowance for each student? _____

Does the teacher have a budget? _____

_____

_____

f. What are the lines of communication to the parents' and vice versa? ____

_____

_____

_____

g. Enrolments

Subject	Yr.1		(Gr.10) Yr.2		(Gr.11) Yr. 3		Yr.4		Comments
nglish	04		14		24				
	09		13		13				
ath	04		14		24				
	09		15		25				
cience	04		14						
	09		11						
uman Relations	04		14		24				
ocial Studies	09		10						
sychology - Sociology					20				
hys Ed	09		10						
rama	09		16						
utobody/Welding			16		26		32		
utomotive Services	09		16		26				
eauty Culture	09		16		26				
uilding Construction	09		16		26		32		
uilding Subtracts	09		16						
ood Preparation	09		16		26		32		
eneral Metals			16		26		32		
raphic Arts	09		16				32		
ealth Services	09		16		26		32		
orticulture	09		16		26		32		
ractical Arts	09		16						
ewing	09		16						
eneral Business	09		16		26				
OTALS									

COUNSELLING SERVICES

INTERVIEW SCHEDULE

Name of Student _____

Name of Counsellor _____

Interviewer _____

Date _____

2. Counselling Services	S	SIN	MIN	US
	Satisfactory	Some Improvement Needed	More Improvement Needed	Unsatisfactory
a. Organization				
(1) Objectives for the guidance services have been prepared.				
(2) The role(s) of the guidance counsellor(s) has been defined.				
(3) Students, parents and teachers are aware of these services.				
(4) A system of vocational assessment is available to all students.				
(5) The resources, facilities, supplies, materials are adequate.				
(6) There is space for group and individual counselling.				
(7) The student-counsellor ratio is adequate.				
Comments _____				
b. Student Counselling				
(1) Students are admitted to the program on the basis of the Alberta Education guidelines for _____.				
(2) Students are admitted to a vocational course of their choice.				
(3) Student course patterns are carefully planned.				
(4) Transfer or referral procedures are in place.				
Comments _____				
c. Counsellors				
(1) Counsellors have adequate training.				
(2) Provision is made for group counselling.				
(3) Provision is made for individual counselling.				
(4) Provision is made for counsellor - teacher interaction.				
Comments _____				
d. Follow Up				
(1) Someone has been assigned for job placement.				
(2) Someone has been assigned to maintain a record of school leavers and what they do.				
Comments _____				

Counselling Services

General Questions

1. How would you describe your counselling program? (purpose, relevance)

2. Are the facilities and system for getting materials adequate?

3. Are you familiar with the Alberta Education Guidelines for A - O?

4. How are students identified for A - O?

5. Who is involved in their indentification and selection?

6. What tests are used?

7. How many students are you working with?

8. How is parental consent obtained?

9. How much time do you have to work with individuals?

10. What do you see as strengths of your program?

    Weaknesses?

PROGRAM AND INSTRUCTION
INTERVIEW SCHEDULE

Subject _____

Teacher _____ Years of Teaching _____

No. of Students in Class _____

Hours per Week _____

Facility _____

Equipment _____

Learning Resources _____

_____
Interviewer

S	SIN	MIN	US

3. Program Organization and Supervision

a. Program Organization

(1) The school has a rationale for the program
(2) The structure of the program conforms to Alberta Education Guidelines.
(3) Students are counselled to maximize their chances for success in the program.
(4) The academic and occupational components are integrated. How? _____

_____

_____

(5) Work study is integrated to the program.

Comments _____

_____

_____

b. Program Supervision

(1) The principal regularly observes classes in operation.
(2) The school and county administrator provides help to teachers on request.
(3) There is a clear policy on classroom discipline.
(4) Classroom management techniques are varied. How is shop management organized? _____

_____

_____

(5) Students have an opportunity to develop responsibility through classroom organization.
(6) There is an attendance policy.

Comments _____

_____

_____

_____

_____

S	SIN	MIN	US

4. The Instructional Program

a. The Instructional Program

(1) The objectives of the program reflect on the school's philosophy.
(2) The objectives of the program are written.
(3) The objectives of the program are explained to the students before instruction begins.

Comments _____

_____

_____

b. Content

(1) The instructional content conforms to the published curriculum.
(2) Instructional objectives have been prepared for each course.
(3) The instructional objectives are stated in behavior terms - student behaviour expected, performances required, standards.
(4) Academic and practical content is integrated.
(5) There is written documentation of daily lesson plans.
(6) Safety education is part of content.

Comments _____

_____

_____

c. Process

(1) Teaching methods include a) lecture
b) demonstration
c) practical activity
d) individual study

Others _____

(2) Teachers consult with each other on program coordination and integration.
(3) Varied learning resources are available:
a) books
b) films
c) models

Others _____

(4) Individual student progress is accommodated.
How?

_____

_____

Comments _____

_____

_____

5. Evaluating Student Progress

S	SIN	MIN	US

a. Testing Practices

(1) A system has been developed to test student achievement and/or performance.
(2) Guidelines have been distributed or communicated to students describing the assessment system (grading procedures).
(3) Students are informed on the type of test to be used in advance (written or practical).
(4) Students are informed about their performance on tests after the tests have been scored.

Comments _____

_____

_____

_____

_____

S	SIN	MIN	US

6. General Information

a. Facilities

(1) Shops have adequate space and are efficiently arranged.
(2) Tools and equipment meet the requirements of the curriculum.
(3) Provision is made for repair and maintenance of tools and equipment.
(4) Provision is made for janitorial services
(5) Provision is made for the academic portion of the program. (Science, math, etc.)

Comments _____

_____

_____

_____

b. Students

(1) Students are involved in varied school experiences (sports, social, etc.).
(2) _____ students serve on school or student council.

Comments _____

_____

_____

_____

Program and Instruction

General Questions

1. What articulation is there from course to course?
   e.g. practical and academic.

2. How much time do you take to talk to other teachers about program coordination? or whose responsibility is this?

3. What are two important concepts you want your students to internalize?

4. Do you feel good about the content your students learn?

5. What arrangements are there for program development? are you given time off?

6. What arrangements are there for inservice?

7. What weaknesses do you see in the program?

   Strengths?

BEV FACEY COMPOSITE HIGH SCHOOL

GUIDELINES FOR TEACHERS OF SPECIAL CLASSES

January, 1983

GUIDELINES FOR TEACHERS OF SPECIAL CLASSES

As part of the development of the Basic Core Curriculum, a handbook for teachers was designed which included advice for teachers of special needs students. Much of what follows is condensed from that handbook.

A. STUDENT CHARACTERISTICS

Special Program candidates are those students who have experienced a great deal of difficulty in previous school programs.

These students may exhibit some of the following characteristics:

1. A common feature of these students is an utter lack of confidence and self-respect. They believe they cannot do well, and are easily embarrassed. They will often refuse to:
   - read aloud
   - have their work read aloud
   - take books home
   - enter into discussions
   - display their work

2. Apart from the typical language and reading deficiencies these students also experience the following communication difficulties:
   - the expression of personal feelings and opinions
   - coping with abstract symbols
   - perceptual deficiencies i.e. visual or auditory

3. Attendance, punctuality, and general work habits are often a problem.
   - forgetting homework, text books, pens, pencils

4. What many students seem to remember most about their previous educational experiences are their own weaknesses and failures. They have been frustrated by repeated failures.

5. Unpredictable mood changes are frequently observed. Students may move from extreme enthusiasm to disinterest in a short period of time.

6. Many students lack the basic skills necessary to forming friendships with their peers, and to avoiding confrontations with those whom they dislike.

7. In responding to an honest relationship with a teacher, these students may make a heavy commitment of trust. This makes them very vulnerable.

B. LEVELS OF DIFFICULTY OF COURSE MATERIAL

1. Because of these characteristics, and especially the students' history of failure, it is essential to our program that all students get the chance to succeed. (See ATA Magazine November 1982, page 14.)

   We have already achieved a great deal in the short time that our program has been operating, and unaccustomed success has been the key.

2. This means that the teacher must be aware of the students' abilities, and be flexible enough to make the material more or less challenging as occasion demands. It is important that the students be able to achieve success, but it is equally important that they feel they have earned it. Don't "give away" good marks.

*** * ***

Evaluation is one way to monitor your judgement over the difficulty of your material.

C. EVALUATION

1. The standard models of evaluation have been as follows:

   a) In academic subjects:

mastery of content	30% to 50%
development of skills	20% to 30%
participation and attitude	20% to 40%

   b) In vocational subjects:

mastery of content	10% to 30%
development of skills	20% to 50%
participation and attitude	20% to 40%

2. The specific criteria used and percentages awarded in each of these categories depend on the subject area and the individual teacher.

   The fact that credits are awarded in some of these courses, however, has the following implications:

   a) For a student to progress from one grade level to the next in any one subject, he or she must achieve 50% or better.

   b) Credits can be awarded for only 40% or above.

   c) The distribution of marks in these classes should be similar to those in regular courses, including the number of students who achieve A's. This does not mean that the courses are comparable in difficulty.

d) If students are not achieving 50% or more, that is a problem that you must try to help the student to overcome. If necessary their parents and the Special Education Coordinator should be involved in this process, and the students' progress should be closely monitored by all of these parties. Failure to achieve 50% will have serious implications for planning a program for the following year, and may mean that the students have to be excluded from the program altogether.

3. The guideline which we have used up to this point is still valid:

   If a less able student is working conscientiously and completing all assignments, he should achieve a mark of at least 50%.

   A more able student working just as hard, should achieve 80 to 90%.

4. If a student, after all the teacher, the parents and other school resource people have been able to do for him, still does not get a passing grade, his teachers will be asked for input as to which course of action is suitable. These may include:

   a) removal from the program
   b) expulsion from school
   c) repetition of a year within the program
   d) repetition of a year out of the program
   e) provisional advancement

*** * ***

If you have correctly gauged the difficulty of your material, many "behavioural problems" will be avoided. The Basic Core Handbook has other suggestions which will also help, some of which follow.

D. CLASSROOM PROCEDURES

FROM DAY TO DAY

DON'T TALK -- ACT!!

1. Meet the students at the door.
2. Use the door as a signal to become quiet.
3. Develop a pose or signal which means "silence please".
4. Do not start talking until there is total silence.
5. Be on the alert. Stop things before they go too far. Know when to ignore.
6. Deal with the problems not the student.
7. Do not over-react. Students soon become teacher deaf.

8. Be polite. Do not invite a power struggle by being commanding.

9. Deal with the support cast first.

10. Develop a sense of anticipation.

11. a) use eye contact to your advantage
    b) use finger motions
    c) a shake of the head
    d) a quiet "no" and nothing else.

12. Use either/or options. Do not be open-ended.

13. Walk around the room. Seldom sit behind your desk.

14. Accentuate the positive.

GENERAL GUIDELINES

1. Clearly state expectations of students.

2. Explain which behaviors are not acceptable and why. Be firm.

3. Give the students a clear idea of the direction the course is taking.

4. A good idea is to keep a daily personal record of each student, where you can write down all unacceptable (and particularly positive) incidents, with the date.

5. Structure longer class periods very carefully:

   a) vary the activities within each block;
   b) let no activity extend beyond 40 minutes unless it is going well;
   c) alternate the active with the passive;
   d) very your approach; e.g. a film may be simply viewed and discussed, or it may require note-taking, or you can give an oral quiz at the end, or you can have prepared written questions, etc.

6. Make certain that students always complete and hand in all of their projects or assignments. Do not let them "get away with" a zero for not handing work in. Give deadlines for handing work in, but the penalty for lateness might be working at lunch time, or asking parents to make them work at night.

   Do not allow students to fall behind so far that they have an excuse to give up.

E. WHEN THINGS GO WRONG

Too often the teacher tries to deal with a student's unacceptable behaviour in isolation, and when things become unbearable, decides to "pull the plug". A number of steps are possible before reaching this point.

Step 1 - Personal interview in private

a) "Why are you doing this?"
b) Explain why it is unacceptable.
c) Write a brief summary on personal record card.
d) "Is this going to change?" or
"This is not going to be accepted."

Step 2 - Second personal interview

a) "Why are you doing this again?"
b) Explain that if this continues, you will contact parents.
c) Record on personal record card.
d) Appropriate punishment.

Step 3 - Telephone interview with parent

a) Explain problem.
b) Discuss possible solutions.
c) Appropriate punishment.

Step 4 - Referral to Special Ed. Coordinator

a) Personal interview
or, b) Parental contact
or c) Referral to administrator
or, d) Combination of these

There are no easy solutions, but following these steps will ensure that every effort is made to solve the problem, using all our people resources as effectively as possible.

Finally: -

F. CHARACTERISTICS OF THE SUCCESSFUL SPECIAL PROGRAM TEACHER

The educational cliche of teaching students not curriculum is particularly applicable to this teacher. The intent is not to downplay curriculum but to meet the individual needs of the student.

1. The teacher sets reasonable, challenging, and purposeful goals for the students. The goals that the teacher sets must be flexible enough to accommodate the unique needs of each student.

2. The teacher sets classroom rules that are firm, fair and consistent. This structure is made clear to the student in the beginning of the year and is strictly followed.

3. The teacher is flexible and innovative in the design and use of curriculum.

4. The teacher initiates and encourages mutual respect and trust. If the students perceive they are respected and trusted, then they will respond favorably.

5. The teacher sets an example in those behaviors he is attempting to foster in students. "He practices what he preaches."

6. The teacher who can appreciate humor and can laugh at himself is appreciated. A sense of humor, as long as it is not sarcastic, is very important. It helps the teacher to maintain perspective and may prevent over reaction to minor incidents.

*7. The teacher takes an encouraging, supportive interest in the affairs of each student. It is important to let the student know that the teacher sincerely cares about his outside interests.

Code for WISC-R

Information
Comprehension
Arithmetic
Similarities
Vocabulary
Digit Span

Picture Completion
Picture Arrangement
Block Design
Object Assembly
Coding
Mazes

Code for Canadian Test of Basic Skills

Vocabulary
Language 1, 2, 3, 4
Math Concepts (1)
Composite

Reading
Work Study 1, 2, 3
Math Problem Solving (2)

Grade 9

	WISC-R						DATE OF TESTING: See Attached									Lorge-Thorndike						CANADIAN TEST OF BASIC SKILLS										
D.O.B.	I	C	A	S	V	DS	VERB.	PC	PA	BD	OA	C	M	PERF	FS	V	A	FS	V	P	FS	V	R	L-1	L-2	L-3	L-4	W-1	W-2	W-3	N-1	N-2	C	Attend.
1. 3/21/68	4	10	9	10	7	12	DT 82	5	11	12	6	14	—	93	90	97			94			5.7	6.7	8.4	5.4	7.1	5.3	6.0	5.4	7.3	4.3	5.3	6.1	131/161
2. 9/24/67	7	9	8	10	7	7	91	12	9	7	7	7	—	91	90	77			84			6.2	3.4	4.9	4.2	5.5	4.4	5.6	5.1	5.5	6.3	4.0	5.2	123/161
3. 8/26/67	11	8	11	12	7	8	100	11	12	9	11	8	—	91	94	—			—			6.6	4.6	6.9	5.7	7.2	6.6	6.7	5.2	5.6	5.0	5.3	6.9	143/161
4. 4/30/68	6	10	10	5	8	6	90	7	16	6	7	10	—	91	89	66			84			4.9	2.4	6.3	4.2	5.5	4.9	5.6	5.2	5.3	5.7	4.0	5.1	135/161
5. 12/9/68	6	6	8	9	9	—	85	8	10	7	9	11	—	92	87	71			84			6.2	5.2	6.3	6.4	6.2	5.5	5.6	4.0	6.1	6.4	5.8	6.5	153/161
6. 9/23/68	6	7	6	6	9	—	78	9	12	9	14	7	—	101	87							5	8	6	9	6	—	11	13	12	14	10	—	158/161
7. 6/17/68	2	10	9	13	8	6	90	13	11	12	10	5	—	101	94							3.7	6.7	4.4	6.8	7.6	6.8	4.2	5.7	6.3	5.2	4.1	6.7	135/161
8. 3/5/68	6	11	8	8	8	—	88	8	10	10	8	11	—	95	91	82			86			6.3	4.7	4.3	6.6	6.0	7.0	3.2	3.6	5.7	6.0	6.4	5.6	152/161
9. 5/13/68	8	8	8	9	9	2	90	11	10	9	10	5	14	72	90	8			67			6.5	5.6	6.1	5.4	4.9	4.4	6.1	5.5	5.4	4.7	5.5	5.5	151/161
10. 4/21/68	8	10	9	6	10	6	91	13	16	6	14	11	—	114	101							6.7	5.7	5.4	6.8	6.6	6.3	7.0	6.3	6.3	4.2	5.0	4.6	156/161
11. 4/17/68	7	10	11	10	5	—	91	9	9	9	8	11	—	93	101	86			110			6.6	6.5	5.7	6.6	5.7	6.1	5.4	4.0	6.2	6.3	6.0	6.2	157/161
12. 7/24/68	6	6	10	5	7	9	80	5	12	12	12	11	—	102	89							6.7												149/161
13. 9/13/67	9	7	6	6	7	6	84	8	11	9	10	6	—	91	82	89						7.2	7.5	8.4	5.8	6.0	5.8	5.6	5.4	6.9	6.4	7.4	7.2	141/161
14. 7/-/68	6	5	8	8	7	6	83	7	8	12	10	5	—	87	93							5.2	5.0	3.6	4.6	5.2	4.0	4.7						152/161
15. 3/6/(32)	4	10	3	10	10	7	84	6	11	9	12	12	—	100	90							7.0	3.4											135/161
16. 4/4/69	6	8	6	6	8	12	80	8	10	14	10	12	10	105	91	88			83			4.7	4.7	6.7	3.6	3.8	3.5	4.3	4.7	5.8	5.8	6.0	5.1	155/161
17. 3/26/68	6	8	7	9	6	—	82	11	11	10	12	8	—	102	91	89			105			6.6	5.3	7.7	6.4	6.6	5.2	4.7	6.4	6.2	6.2	5.8	5.9	131/161
18. 9/9/68	8	12	8	10	10	8	97	12	7	7	7	11	8	91	93	96			96			4.9	6.2	7.7	7.0	6.3	5.9	4.5	5.5	5.6	6.6			147/161
19. 11/26/68	8	7	5	9	9	—	87	7	9	6	5	9	—	81	83	96			103			6.3	6.4	8.0	6.6	6.2	6.5	6.1	6.7	6.3	6.3	4.0	6.1	134/161
20. 10/3/67	5	6	8	9	6	6	88	13	13	11	17	16	—	129	102	80			85			4.4	5.2	6.5	6.4	5.7	6.1	5.9	7.2	6.4	6.4	4.2	5.5	150/161
21. 9/17/68	7	6	10	9	7	6	86	9	11	10	11	6	—	95	89	63			89			4.1	2.4	2.7	3.9	3.6	3.2	4.4	4.3	2.7	2.6	3.6	3.7	140/161
22. 2/-/68	6	7	7	7	8	4	81	8	10	10	12	8	9	96	87	98			90			6.6	6.3	4.6	5.2	6.4	5.6	5.4	5.6	5.4	5.4	6.7	6.2	139/161

Grade 9

D.O.B.	WISC-R	DATE OF TESTING:	SCAT	DATE OF TESTING	Lorge-Thorndike	CANADIAN TEST OF BASIC SKILLS	DATE OF TESTING
1. 3/21/68	OCT	1981	SCAT	1980		MAY	1981
2. 7/27/67	MARCH	1982	OCT	1980		JUNE	1980
3. 5/20/67	MARCH	1982	—			MAY	1981
4. 4/30/68	FEB.	1982	NOV	1981		MAY	1981
5. 12/9/68	MARCH	1982	OCT	1981		MAY	1981
6. 8/23/68	JAN	1982	—			MARCH	1979
7. 6/17/68	MARCH	1982	—			FEB	1982
8. 2/5/68	MARCH	1982	OCT	1981		APRIL	1980
9. 5/13/68	MARCH	1982	OCT	1981		MAY	1981
10. 9/21/68	MARCH	1982				MARCH	1982
11. 7/17/68	MARCH	1982	OCT	1981		MAY	1981
12. 7/24/68	MARCH	1982					
13. 9/13/67	JUNE	1982	JUNE	1982		JUNE	1982
14. 7/11/68	MAY	1981	—			MAY	1981
15. 3/4/68	MARCH	1982				MAY	1981
16. 4/14/68	APRIL	1982	SEPT	1981		MAY	1981
17. 3/21/68	MAY	1982	OCT	1981		MAY	1981
18. 9/9/68	MAY	1980	OCT	1980		MAY	1980
19. 11/21/68	MARCH	1982	OCT	1981		MAY	1981
20. 10/2/67	DEC	1980	OCT	1980		MAY	1980
21. 9/12/68	MARCH	1982	OCT	1980		OCT	1980
22. 2/16/68	MARCH	1982	Sept.	1979		MAY	1981

Grade 9

D.O.B.	WISC-R DATE OF TESTING: I	C	A	S	V	DS	VERB.	PC	PA	BD	OA	C	M	PERF	FS	Lorge-Thorndike V	A	FS	V	P	FS	CANADIAN TEST OF BASIC SKILLS V	R	L-1	L-2	L-3	L-4	W-1	W-2	W-3	M-1	M-2	C	Attend.
23. 6/1/68	8	9	6	7	10	9	87	12	12	7	9	7	11	95	90	W+	SC-	81-	85	108	95	50	56	48	57	35	67	53	47	53	42	66	51	151/161
24. 2/7/68	7	8	10	9	9	9	91	9	11	7	7	7	—	87	88	90	94				102	60	63	40	66	57	61	66	64	63	69	62	62	137/161
25. 9/13/67	9	9	14	10	9	—	96	10	9	14	11	9	—	108	101							61	75	33	46	47	78	62	46	60	66	69	81	154/161
26. 5/16/68	5	9	8	8	6	3	82	10	11	8	7	7	—	90	85	74	61																	151/161
27.																																		3913/4196 (91)
28.																																		
29.																																		
30.																																		
31.																																		
32.																																		
33.																																		
34.																																		
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42.																																		
43.																																		
44.																																		

Grade 9

	D.O.B.	WISC-R	DATE OF TESTING:	DATE OF TESTING	Lorge-Thorndike	CANADIAN TEST OF BASIC SKILLS	DATE OF TESTING
23.	6/1/67	NOV	1978	NOV 1981		MAY	1980
24.	7/7/68	OCT	1981	OCT 1980		MAY	1980
25.	9/13/67	MARCH	1982			JAN	1980
26.	8/16/68	MARCH	1982	NOV 1981			
27.							
28.							
29.							
30.							
31.							
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Grade 10

	D.O.B.	WISC-R I	C	A	S	V	DS	DATE OF TESTING: VERB.	PC	PA	BD	OA	C	M	PERF	FS	Lorge-Thorndike V	A	FS	V	P	FS	CANADIAN TEST OF BASIC SKILLS V	R	L-1	L-2	L-3	L-4	V-1	V-2	V-3	N-1	N-2	C	Attend.
1.	2/3/66							88	41							39	E1	E0					7.0	7.1	6.8	5.8	8.0	5.8	6.9	8.0	6.9	7.5	7.2	7.1	159/161
2.	9/15/66	6	9	14	7	7	5	43	10	13	12	10	7	9	52	96	85	81					5.1	5.5	7.0	5.6	7.6	4.4				6.3	6.6		144/161
3.	3/13/67	5	6	7	7	4	6	74	5	9	7	7	13	—	87	79	86	90						6.0	SPELL 7.7		ARITH 5.6								151/161
4.	9/13/67							92							95	92	D6	E3					6.9	6.5	6.2	6.0	5.5	5.2	7.5	6.7	5.9	6.2	6.4	6.1	149/161
5.	8/12/52	5	10	8	5	7	11	81	7	7	11	13	6	7	91	85							2.2	2.3											137/161
6.	10/27/66	9	6	8	6	9	—	85	9	9	9	13	5	—	96	89							7.1	4.1	5.3	4.5	4.7	3.7	4.3	5.5	4.2	5.2	4.8	—	154/161
7.	4/17/67	5	9	8	9	6	8	84	11	8	9	5	6	9	85	83	VR5	LA80	ARNA10																186/161
8.	5/13/67	13	12	12	11	10	8	109	16	17	11	15	11	15	129	121	F6		F3				7.6	7.5								7.4	7.7		147/161
9.	11/16/66							74							101	85							6.3	6.6	4.6	5.8	7.6	4.4	6.3	8.1	7.3	6.9	5.8	6.4	123/161
10.	9/4/67	6	7	7	7	7	13	80	8	13	8	8	7	—	91	84																			156/161
11.	9/1/54							86							88	86	CAN.	Pol	ABIL	V-9	NV 84	Q 71	EPSB	MATH OVER REMARKS									34	ALL	158/161
12.	6/16/67	10	7	10	7	9	7	91	6	4	8	10	10		84	86	74	90					5.2	5.7	7.2	5.2	4.6	2.0	4.7	5.0	5.7	5.1	5.8	—	114/161
13.	9/21/67	6	7	9	8	8	9	85	10	10	10	12	9	—	101	91	41	104					8.4	6.8	8.7	7.9	8.5	7.1	7.2	4.0	—	6.5	7.4	7.3	130/161
14.	8/3/67	11	8	11	11	12	9	103	10	12	11	11	6	—	100	101	84	84					7.1	6.0	5.5	5.6	3.1	4.2	5.6	6.4	4.5	6.3	6.0	5.9	156/161
15.	10/23/66	11	10	13	13	9	7	107	12	13	15	14	6	13	121	115	DC	E3					8.8	7.4	5.5	6.2	6.5	8.2	8.1	7.7	6.9	7.4	7.3	7.6	149/161
16.	2/8/67	7	8	5	8	9	7	84	17	12	11	15	11	15	83	101	75	99					4.7	4.0	3.9	5.7	4.6	4.3	5.1	6.2	5.1	4.4	3.9	4.5	147/161
17.	4/20/67	10	8	11	8	8	11	94	16	11	12	12	9	—	114	103	98	102					7.9	7.3	5.1	5.0	7.2	5.2	6.7	5.8	8.5	7.9	7.7	7.5	142/161
18.	9/9/67							87							75	80	96	86					7.1	6.0	6.5	4.9	4.9	6.5	5.7	7.9	5.8	8.1	7.1	6.8	139/161
19.	8/11/67																96	96					7.7	8.2	7.3	7.0	5.3	6.5	6.7	6.5	6.7	7.7	6.0	7.4	151/161
20.	3/24/67	4	8	9	8	6	4	81	10	5	6	5	13	8	83	81							5.2	6.4	5.0	5.1	5.2	6.1	6.2	4.5	5.8	5.8	5.4	5.7	156/161
21.	9/30/66																72	83					4.7	5.9	3.2	4.2	5.2	4.9	3.9	5.6	3.8	5.6	3.8	5.2	150/161
22.	5/24/67	9	13	11	11	8	5	102	17	12	9	11	7	—	93	98							5.4	6.0	4.8	6.9	4.2	5.4	6.3	6.7	5.5	6.3	5.5	5.8	150/161

Grade 10

	D.O.B.	WISC-R	DATE OF TESTING:	DATE OF TESTING:	Lorge-Thorndike	CANADIAN TEST OF BASIC SKILLS	DATE OF TES
1.	12/3/66	DEC	1980		OCT 1979	MAY 1980	
2.	9/18/66	OCT	1978		OCT 1977	OCT. 1979	
3.	3/13/67	NOV	1981		NOV 1978	NOV 1981	
4.	9/13/67	JAN	1981		OCT 1979	MAY 1979	
5.	8/12/82	MARCH	1982		OCT.	MAY 1977	
6.	10/27/66	APRIL	1981		MAY 1982	JUNE 1980	
7.	4/17/67	MARC	1982		MARC 1982		
8.	5/23/67	MAY	1982		OCT 1980	MAY 1981	
9.	11/6/66	DEC	1980			MAY 1980	
10.	4/4/67	MARCH	1982				
11.	7/1/24	NOV	1980		NOV 1978	JUNE 1979	
12.	6/16/67	OCT	1979		OCT 1979	JUNE 1979	
13.	8/24/67	MAR	1982		OCT 1979	MAY 1980	
14.	8/3/67	NOV	1980		Sept 1979	MAY 1980	
15.	10/23/66	MAR	1982		OCT 1979	MAY 1981	
16.	2/8/67	MAY	1979		MAY 1980	MAY 1980	
17.	4/30/67	MAR	1982		OCT. 1979	MAY 1981	
18.	7/9/67	MAY	1981		MAY 1980	MAY 1981	
19.	9/5/67				OCT 1979	MAY 1981	
20.	3/26/67	MAY	1982			JUNE 1980	
21.	9/20/66	DEC	1980		AUG 1980	MAY 1980	
22.	6/2/67	NOV	1980			MAY 1980	

Grade 10

D.O.B.	WISC-R I	C	A	S	V	DS	DATE OF TESTING: VERB.	PC	PA	BD	OA	C	M	PERF	FS	Lorge-Thorndike V	A	FS	V	P	FS	CANADIAN TEST OF BASIC SKILLS V	R	L-1	L-2	L-3	L-4	V-1	V-2	V-3	N-1	N-2	C	Attend.	
23 4/21/67							86							108	96	77	96					5.9	5.9	7.8	7.8	7.6	6.8	6.1	4.8	6.3	6.0	6.4	6.2	157	161
24 4/15/67							88							104	94							6.9	6.9	6.2	7.1	8.7	7.4	7.4	7.9	6.9	7.3	7.4	6.1	154	161
25 4/10/67	6	11	5	8	7	8	81	11	11	9	15	2	—	101	91																					151	161
26 4/30/67	6	9	8	5	8	8	82	10	8	2	10	11	8	87	84																					151	161
27 4/1/67	11	11	8	8	9		96	9	9	6	8	9	—	87	81							8.9	8.8	7.1	8.6	7.9	7.8	9.7	10.5	7.6	8.3	7.7	8.6	151	161
28 4/5/67	6	10	9	7	9	—	88	4	8	10	10	8	—	80	86							8.2	8.9	8.6	6.5	7.9	6.5	6.4	8.0	8.1	7.4	6.9	7.8	121	161
29 4/12/66							82							90	85							6.7	6.7	6.6	6.6	7.3	5.8	7.5	6.5	5.8	5.3	6.6	6.5	150	161
30 4/12/66							80							92	85	88	82					6.2	6.4							5.8	5.8			144	161
31 4/14/67							90							92	80	85	82					7.6	6.7	5.3	6.4	4.9	7.0	6.7	6.4	5.5	6.6	6.7	6.6	147	161
32 2/2/67							91							100	94	90	98					5.4	5.8								5.8	6.3		140	161
33 4/14/66							96							91	82	F4	D3					8.9	9.1	9.0	9.1	6.6	5.8	7.6	6.5	6.0	6.9	7.1	7.9	136	161
34 3/31/67	12	14	14	9	11	8	118	11	11	13	17	10	—	117	120							6.3	6.1	4.6	6.7	4.9	4.9	6.8	7.5	6.6	7.4	6.4	6.3	156	161
35 4/1/67							86							95	89							3.4	4.2	3.0	2.5	3.5	3.2	4.0	5.6	6.1	6.6	5.8	4.6	151	161
36 4/17/67	4	5	4	7	8	9	73	7	12	6	9	5	—	85	77																					153	161
37 3/10/65	2	4	5	2	—	7	64	13	11	12	13	10	—	112	95	88	95					6.8	6.1	5.0	6.0	6.0	6.1	4.7	8.0	5.4	5.8	6.4	6.1	157	161
38 4/18/67							88							92	89							↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	143	161
39 2/1/67							94							114	102	83	111					5.7	6.3	5.1	3.9	6.0	6.1	5.9	6.7	6.5	6.3	6.2	6.0	151	161
40 6/1/67							95							91	92							6.5	6.4	4.9	5.7	6.9	5.3	6.3	5.4	5.7	5.6	7.2	6.0	144	161

Grade 10

	D.O.B.	WISC-R	DATE OF TESTING:	DATE OF TESTING	Lorge-Thorndike	CANADIAN TEST OF BASIC SKILLS	DATE OF TESING
23.	4/21/67	DEC	1980	SEPT	1980	MAY	1980
24.	9/15/67	Sept	1980			MAY	1981
25.	05/10/67	DEC	1981				
26.	9/20/67	MAY	1981				
27.	8/1/67	SEPT.	1980			MAY	1981
28.	9/5/67	DEC	1981			MAY	1981
29.	6/1/66		1978	OCT	1979	MAY	1980
30.	9/2/66	OCT	1979	OCT	1979	APRIL	1979
31.	9/14/67	DEC	1980	SEPT	1980	MAY	1980
32.	2/2/67	JAN	1981	SEPT	1979	JUNE	1977
33.	11/11/66		1978	OCT	1979	MAY	1980
34.	8/31/67	MAR	1981			JUNE	1980
35.	4/1/8/67	DEC	1980			MAY	1980
36.	1/7/67	JAN	1982				
37.	8/2/66	MAY	1982				
38.	11/8/67	MAY	1981	OCT	1980	MAY	1980
39.	3/1/67	DEC	1980	SEPT	1979	JUNE	1979
40.	6/11/67	DEC	1980			SEP	1980

Grade 10

	D.O.B.	WISC-R DATE OF TESTING:	I	C	A	S	V	DS	VERB.	PC	PA	BD	OA	C	M	PERF	FS	Lorge-Thorndike V	A	FS	V	P	FS +20	CANADIAN TEST OF BASIC SKILLS V	R	L-1	L-2	L-3	L-4	W-1	W-2	W-3	M-1	M-2	C	Attend.	
41	3/7/67		7	14	8	14	7	5	100	8	12	8	11	12	11	101	100	VR-15			MA 30	VR 14		5.6	6.2	4.6	4.8	—	—	6.3	4.3	5.2	5.8	4.9	5.4	154	161
42	2/22/67								89							93	70							5.4	6.9	6.7	7.4	6.3	5.8	—	—	6.6	7.4	6.4	6.4	123	161
43	12/7/67								84							82	87							4.4	5.2	5.2	4.8	4.8	4.2	5.0	6.1	6.4	4.6	5.7	5.3	153	161
44	12/6/67								80							88	83	D1	C8					5.9	6.1	5.7	6.6	6.8	6.1	3.6	6.0	5.5	5.4	5.8	5.8	143	161
45	10/31/66		5	7	4	9	5	3	75	9	8	6	11	10		91	81							WIDE		RANGE		ACHIEV				Reading 7	TOTAL 6	ART 9		156	161
46	10/23/67								74							93	82	73	87					3.9	3.3	3.4	5.3	4.4	5.1	3.6	3.8	4.1	5.1	5.3	—	117	161
47	10/2/67								80							128	101	77	102					3.6	2.7	3.2	2.4	6.1	4.1	4.1	4.8	3.1	4.4	4.9	3.7	143	161
48	5/3/67								96							117	106	106	119					7.1	5.2	5.2	4.3	4.8	5.6	6.6	7.5	6.9	7.2	5.8	6.2	140	161
49	11/25/66								86							104	93	98	104	93				6.3	6.9	7.4	6.3	6.3	7.3	6.3	5.8	5.8	5.7	5.9	6.4	153	161
50	11/3/66								86							91	87	80	90					5.7	4.2	5.4	5.2	4.9	5.1	5.6	6.4	5.0	5.6	4.4	5.0	146	161
51	8/9/67								81							105	91	D7	F5					6.8	6.8	6.1	6.0	4.9	6.3	7.2	7.2	7.1	6.0	6.7	6.6	156	161
52	8/27/66		8	6	8	9	8	4	86	10	13	10	8	6	12	95	89							5.1	5.5	5.5	6.6	6.9	6.4	5.6	5.4	7.0	6.3	6.5	5.9	146	161
53	4/7/67		7	8	9	8	7	8	86	8	6	7	9	9	—	85	84	00	E7					7.6	4.2								3.8	5.7		154	161
54	12/27/66								87							85	85	76	82					6.2	5.5	6.7	7.6	5.7	5.2	5.0	5.1	4.4	5.5	4.4	5.6	155	161
55	9/4/67								71							86	77	80	87					4.4	5.7	4.8	7.1	6.0	5.7	5.9	5.1	5.7	5.6	5.2	5.4	151	161
56	6/2/67		6	8	9	6	8	12	84	10	11	11	9	7	18	96	89	78	76					5.2	3.7	5.2	3.5	5.1	5.5	5.1	4.8	4.1	3.5	4.3	4.4	151	161
57	12/2/67		7	10	10	9	11	10	96	7	10	5	7	6	8	80	87							6.4	6.3	6.2	5.3	4.9	6.5	5.7	5.1	5.7	5.3	4.4	4.8	156	161
58	1/3/68		7	4	5	7	5	4	73	9	13	10	6	6	—	91	80																			154	161
59	3/17/67		12	15	11	15	9	9	10	18	17	14	11	10		114	129	123						7.5	6.7								8.4	6.7	151	161

8674
9499
(.91)

Grade 10

	WISC-R DATE OF TESTING:		Lorge-Thorndike	CANADIAN TEST OF BASIC SKILLS
D.O.B.				
41 3/7/67		1982	NOV 1982	MAY 1979
42 9/23/67	NOV	1980		MAY 1980
43 12/17/67	DEC	1980		OCT 1979
44 12/6/67	DEC	1980	SEPT. 1980	MAY 1980
45	MAY	1981		JUNE 1977
46 8/23/67		1979	1980	MAY 1980
47 10/31/67	OCT	1979	1980	MAY 1980
48 6/9/67		1981	1979	MAY 1979
49 11/21/66	DEC	1980	OCT 1979	MAY 1979
50 11/3/66	MAR	1979	OCT 1979	MAY 1979
51 3/9/67	APRIL	1978	SEPT. 1980	MAY 1980
52 8/27/66	OCT	1980	———	JAN 1981
53 6/7/67	MAR	1980	SEPT. 1977	SEPT. 1979
54 10/27/66	FEB	1979	OCT 1980	JUNE 1980
55 9/4/67	APRIL	1980	OCT 1980	JAN 1981
56 6/8/67	JUNE	1979	1980	MAY 1980
57 12/26/67	DEC	1980		MAY 1980
58 1/2/68	FEB	1981		
59 5/17/67	MARCH	1982	NOV 1980	MAY 1981
60				
61				
62				

Grade 11

D.O.B.	WISC-R I	C	A	S	V	DS	DATE OF TESTING: VERB.	PC	PA	ED	OA	C	K	PERF	FS	Lorge-Thorndike V	A	FS	V	P	FS	CANADIAN TEST OF BASIC SKILLS V	R	L-1	L-2	L-3	L-4	V-1	V-2	V-3	N-1	N-2	C	Attend.	
1. 9/22/66							90							91	89	81	100					8.0	6.9	7.5	6.5	7.2	5.5				8.5	7.3		131	161
2. 6/3/66							94							101	96	85	83					5.9	6.5	4.0	5.0	5.5	6.5	5.3	5.6	3.2	4.7	5.6	5.0	159	161
3. 4/14/66							74							100	85	80	84					5.2	5.5	5.3	2.4	4.4	4.3	5.1	5.2	5.1	5.7	3.2	4.9	156	161
4. 7/8/66							86							73	78	75	77					1.4	5.1	4.8	4.7	4.3	4.8	3.3	4.0	3.6	6.1	6.4	4.9	152	161
5. 12/10/65							94							86	89							6.5	6	6.1	5.8	6	7.0				6.1	4.1	5.7	135	161
6. 7/5/66	9	6	8	7	8	7	85	10	10	13	8	10	—	101	91																			155	161
7. 3/7/65							79							90	93							6.0			7.6	7.9	6.1				5.5	4.6	6.3	123	161
8. 5/5/66							82							86	83	64	102					7.0	7.6	7.3	7.9	8.9	6.5	6.4	5.7	8.0	7.4	6.5	7.4	154	161
9. 3/2/66							78							106	90	69	86					3.7	4.7	6.5	5.8	5.5	6.5	5.0	5.6	5.2	5.2	5.5	5.1	151	161
10. 7/25/66							94							100	96	80	83																	152	161
11. 11/2/65							86							92	88	89	84					7.8	—	7.1	7.1	6.5	—	—	—	—	7.0	5.8	6.9	151	161
12. 8/17/66							86							90	87	76	80					6.2	5.6	5.1	4.9	5.2	5.2	5.6	5.6	3.2	2.3	5.2	5.6	149	161
13. 12/13/64	5	7	11	7	6	10	82	8	10	7	6	6	—	82	85							5.5	6.7	9.6	6.8	6.5	8.2	8.4	6.9	7.8	6.6	6.8	6.9	123	161
14. 9/10/65							86							96	90	66	58					5.1	6.2	6.5	5.2	7.2	5.0	6.7	5.3	8.4	6.6	7.7	6.3	146	161
15. 12/12/66							86							82	83	78	107					7.6	7.2	9.6	7.1	7.2	7.0	8.6	5.3	8.6	7.7	6.0	7.2	146	161
16. 10/25/66							79							65	69	100	101					6.6	—	6.2	6.2	6.1	—	—	—	5.0	6.6	6.1	6.1	151	161
17. 5/4/64	6	6	4	6	6	5	73	8	14	10	18	8		111	89																			149	161
18. 7/16/66							79							104	89	72	79					4.5	4.5	4.2	4.1	3.1	4.5	3.7	5.3	4.8	4.6	4.9	4.7	146	161
19. 7/8/66							90							90	89	80	92					6.6	4.7	5.3	6.0	3.4	5.2	6.1	6.7	5.9	5.2	6.9	—	151	161
20. 7/26/66							86							108	96							3.5	6.2	4.2	4.3	3.8	3.6	3.6	3.6	2.3	3.7	4.8	3.9	137	161
21. 2/2/65							84							89	85	79	81					5.7	5.8	6.3	5.6	5.2	6.3	7.0	7.0	5.7	6.7	5.5	6.0	137	161
22.							82							108	93	89	90					6.3	6.5	6.3	7.3	6.9	5.8	6.8	5.6	4.0	5.7	6.2	6.1	161	161

Grade 11

	D.O.B.	WISC-R	DATE OF TESTING:	DATE OF TESTING	Lorge-Thorndike	CANADIAN TEST OF BASIC SKILLS	DATE OF TESING
1.	9/20/66		1980		1979	JAN	1980
2.	6/22/66	NOV	1980	OCT	1979	JUNE	1979
3.	4/21/66		1980		1979		1978
4.	7/5/66	OCT	1980	SEPT.	1979	MAY	1979
5.	12/1/65	NOV	1980	NOV	1978	MAY	1980
6.	7/5/66		1978				
7.	3/7/65		1977			MAY	1980
8.	9/25/66	JUNE	1979		1978	MAY	1980
9.	3/2/66	NOV	1980	OCT	1979	JUNE	1979
10.	8/25/66		1980		1975		
11.	11/2/65		1979		1977	SEPT	1980
12.	8/17/66	JAN	1981	OCT	1979	JUNE	1979
13.	12/13/64		1980		1977	MAY	1980
14.	9/14/65	NOV	1978	OCT	1978	MAY	1980
15.	12/12/66		1978		1978	MAY	1980
16.	10/20/66		1979		1978	SEPT	1980
17.	5/4/64	JUNE	1980				
18.	3/16/66	NOV	1980	OCT	1979	JUNE	1979
19.	7/1/66		1978		1979		1979
20.	1/29/66	NOV	1980			JAN	1980
21.	6/3/65	NOV	1980	OCT	1979	JUNE	1979
22.	7/20/66	DEC	1980	SEPT.	1979	MAY	1979

Grade 11

	DATE OF TESTING:	WISC-R														Lorge-Thorndike						CANADIAN TEST OF BASIC SKILLS													
	D.O.B.	I	C	A	S	V	DS	VERB.	PC	PA	BD	OA	C	M	PERF	FS	V	A	FS	V	P	FS	V	R	L-1	L-2	L-3	L-4	V-1	V-2	V-3	N-1	N-2	C	Attend.	
23.	5/31/66							86							80	81																				
24.	2/2/66							103							78	95							5.7	5.8	6.8	4.5	5.2	5.4	5.6	4.0	5.4	5.2	5.4	5.5	140	161
25.	4/30/66							88							90	89	92	86					7.4	8.6	8.2	5.9	6.9	7.7	8.1	7.3	6.9	5.5	6.4	7.7	151	161
26.	5/5/66							84							112	96	86	92					6.3	6.2	5.7	6.1	3.9	4.9	—	—	—	6.1	5.0	5.7	151	161
27.	9/8/66							91							81	85	85	93					7.0	3.1	6.7	5.8	7.4	5.2	5.3	5.6	6.2	5.6	6.7	5.6	52	161
28.	2/13/66	10	9	7	8	11	6	84	10	16	12	12	7	—	109	101																				
29.																																			394½ / 45 = 88.1%	
30.																																				
31.																																				
32.																																				
33.																																				
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Grade 11	WISC-R	DATE OF TESTING:	DATE OF TESTING	Lorge-Thorndike	CANADIAN TEST OF BASIC SKILLS	DATE OF TESTING
D.O.B.						
23. 5/21/66	MAR	1981			MAY	1980
24. 8/12/66		1978		1979	MAY	1977
25. 7/30/66		1980		1978	MAY	1978
26. 9/25/66		1978		1979	MAY	1980
27. 2/9/66		1980		1979		1979
28. 10/13/66	MARCH	1981				
29.						
30.						
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GUIDELINES FOR ADMISSION
to the
GOALS PROGRAM
(Generating Occupational and Living Skills)
at
BEV FACEY COMPOSITE HIGH SCHOOL

A. Target Population

The GOALS program is designed for educable mentally handicapped (EMH) students and for slower learners. Consideration will also be given to learning disabled students of somewhat higher intellectual ability when it is evident that their needs would be most appropriately met by this program. Lag in achievement should not be primarily due to an emotional/ behavioral problem.

B. Criteria for Entrance

GOALS I (E.M.H.)

The following criteria will apply for this level of the program:

1. Intellectual ability in the range of 50 - 75 ±5, as determined by an individually administered intelligence test, e.g. WISC-R, BINET.

2. Minimum age of 14 1/2 years at September 1, 1983.

Most students entering this program will have completed a two-year program in a junior high setting. Exceptions will be made in the case of students who have recently transferred into the County school system.

GOALS II (Basic Core)

The following criteria will apply for this level of the program:

1. Pupils should be educated as close to the main-stream as possible. Therefore, evidence must be presented that candidates have failed to maintain satisfactory standing in their home school even when provided with every support service possible.

Exceptions will be made in the case of students who have recently transferred into the County school system.

2. Minimum age of 13 1/2 years as of September 1, 1983 and in Grade 8 or Grade 9.

3. A minimum of a two-year lag in Reading and Mathematics, as determined by appropriate achievement tests (e.g. C.T.B.S., Stanford Achievement, C.A.T.).

4. Intellectual ability in the range of 80 - 90 ±5, as determined by an individually administered intelligence test, e.g. WISC-R, BINET.

C. Selection Procedure

It should be emphasized that the major component of the GOALS program is vocational preparation and exploration. This is not a route that all slower learners may wish to choose. Although some students may fulfill the criteria, if highly motivated they may well succeed in a general high school program. Please consider this fact when nominating your prospective candidates.

1. Initial referrals of candidates shall be made to school counsellors.

2. School counsellors shall then ensure that the referred candidates' files are updated and include the following:

   a) Results of a recently administered intelligence test i.e. WISC-R, BINET. (Results are acceptable if the test has been administered within the previous 24 months.)

   b) Results of a recently administered achievement test (e.g. Stanford Achievement, C.T.B.S., C.A.T.)

   c) Any further diagnostic information which could be relevant to placement or appropriate programming (e.g. Stanford Diagnostic, Bender-Gestalt, Silvaroli, etc.)

   d) Completed nomination form. All nominations must be approved by the school principal.

3. Applications shall be submitted to the Supervisor, Pupil Services by Tuesday, March 15, 1983.

4. Applications will be considered and approved or rejected by a selection committee chaired by the Supervisor, Pupil Services. The selection committee shall be composed of the Assistant Superintendent of Pupil Services or designate, the Vice-Principal of Bev Facey, and the Coordinator of Special Programs, Bev Facey Composite High School.

5. A provisional list of accepted candidates shall be forwarded to feeder schools no later than Friday, April 8. During the week of April 11-15, Junior High School counsellors will meet with the selection committee to finalize this list.

6. Accepted candidates (and their parents) should then be contacted and subsequently counselled regarding all aspects of the Bev Facey GOALS Program.

7. The counselling staff and the Coordinator of Special Programs will register all accepted candidates during the month of May.

D. High School Diploma Requirements

1. GOALS I (EMH) students earn credits in only their vocational courses, and therefore will not qualify for a High School Diploma.

2. GOALS II (Basic Core) students are awarded credits in all of their courses in Grades 10 and 11, to a maximum of 83.

   Alberta Education prohibits the awarding of credits in special classes at the Grade 12 level, so students have to fulfill their remaining diploma requirements within the regular program.
   (English 33: 5 credits + 10 additional Grade 12 credits)

ALBERTA

ACADEMIC-OCCUPATIONAL PROGRAM GUIDELINES

GENERAL PURPOSE

The purpose of the Academic-Occupational Program is to provide an alternative to help students who have serious difficulty in keeping up with their peers in regular school courses. With the approval of their parents, these students may be placed in special classes designed to prepare them for direct entry into an occupation. Students and parents should be aware that not all courses in the Academic-Occupational program may earn credits toward a high school diploma. The regular requirements of a high school diploma must be met before a student can achieve that certificate.

OBJECTIVES

The objectives of the Academic-Occupational Program are:

(a) to help students prepare themselves for entry into the world of work through vocational exploration and preparation;

(b) to help students to develop a realistic self-image by experiencing success;

(c) to help students develop living skills;

(d) to help students to develop a value system that is congruent with societal norms.

CRITERIA FOR CANDIDATES

An Academic-Occupational Program means a program for a person:

(a) who does not or is not expected to qualify for entry into a regular high school program because he/she has not achieved the necessary prerequisite courses or grades;

(b) who has a record of low achievement;

(c) who is thirteen years of age or older on September 1;

(d) whose application is processed by a selection committee composed of the guidance counsellor, teacher-coordinator and superintendent (or designate);

(e) who has the written consent of his/her parent or guardian;

(f) who has been informed of the nature and expectations of the program.

PROGRAM CRITERIA

General Criteria: An acceptable A.O. offering is one:

(a) which provides instruction in a provincially approved program of a vocational nature designed to prepare a person for entry into employment;

(b) in which locally developed courses have received approval of Alberta Education before being introduced as part of the program (Section 11 (2) (b) of the School Act, 1970);

(c) in which the class sizes do not exceed twenty students in the academic subjects and fifteen students in the laboratory and/or shop courses;

(d) in which guidance and counselling are an integral part of the program;

(e) which involves the coordination of efforts among different agencies such as other schools, manpower centres, social services;

(f) which does not include credit courses beyond the Grade XI level.

Program Components

The program for such students must have two components:

(1) The Academic. Regular courses may be modified or new ones developed locally to accommodate the needs of these students. Courses that are locally developed must receive the approval of Alberta Education prior to implementation. Academic courses must be directed toward improving the student's competencies in communication, computation and social relationships;

(2) The Vocational. Where Alberta Education programs of studies can be appropriately modified for Academic-Occupational students' use this should be done. Where no curriculum guide exists courses may be developed locally and be approved by Alberta Education. There are a number of locally developed courses already approved for specific districts. For other school districts to get approval to use these courses requires a Board resolution sent to the Director of Curriculum. A minimum of ten credits or the equivalent in hours (250) must be made up of vocational preparation courses taught within the school.

The configuration of the vocational component of the program must meet the following stipulations depending on the length of the total program.

ONE YEAR PROGRAM

Total of 50% program in vocational preparation of which a minimum of 250 hours must be in-school vocational preparation.

TWO YEAR PROGRAM

1st year - minimum of 250 hours in-school vocational familiarization.

2nd year - total of 50% program in vocational preparation of which a minimum of 250 hours must be in-school vocational preparation.

THREE YEAR (OR MORE) PROGRAM

1st year - minimum of 250 hours in-school vocational familiarization.

2nd year - 50% vocational program of which a minimum 250 hours is in-school vocational orientation in a career field.

3rd year (or more) - total of 50% program in vocational preparation of which a minimum of 250 hours must be in-school vocational preparation.

Funding

Funding is based on the approval of a total program consisting of both the academic and vocational components. Each student in an approved Academic-Occupational program is entitled to a grant as stipulated in the vocational funding regulations.

Approvals

Academic-Occupational program offerings must be listed on the Form A.

Each school district must receive initial approval for the A-O program offered there from the Consultant for Industrial Education, Alberta Education, and have the program reviewed every five years or sooner if changes to its content are made.